

AN ORIENTATION AND SUPPORTIVE PROGRAM FOR NEW TEACHERS OF  
LINCOLN JUNIOR HIGH SCHOOL (A TARGET AREA SCHOOL IN  
MINNEAPOLIS, MINNESOTA)

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by  
Harvey Edward Rucker  
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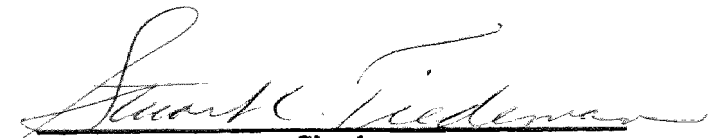
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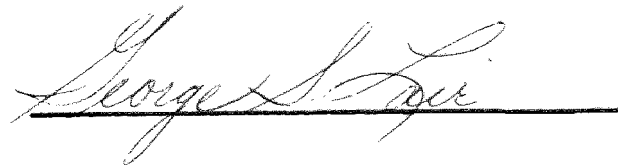
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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

What does it take to teach effectively in a slum school? It takes dedication and compassion and balance and determination and organization and intestinal fortitude. It involves a willingness to work hard for a result that are long in coming. It takes the total resources of a learning, growing, developing human being.<sup>1</sup>

#### I. THE PROBLEM

Statement of the problem. With the preceding paragraph in mind the purpose of this study was to develop an orientation and in-service education program to be carried out during the 1969-70 school year at Lincoln Junior High School in Minneapolis, Minnesota. The objectives of the program are to improve the educational opportunities of all students, retainment of teachers, increased teacher morale and opening lines of communication between teacher and student, teacher and teacher, teacher and administration, teacher and parent and teacher and community.

Importance of the program. This program will be the major guide lines of a one week pre-school orientation and a

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<sup>1</sup>Dorothy M. McGooch, Carol B. Bloomgarden, Ellen O. Furedi, Lynne W. Randolph and Eugene D. Ruth Jr., Learning to Teach in Urban Schools (New York: Teachers College Press, Teachers College, Columbia University, 1965), p. 138.

thirty session in-service education program to be held during the year for new teachers. The objectives of the program were chosen because of the lack of understanding and sensitivity for disadvantaged students that teachers have plus the fear they possess of students, parents and community; lack of knowledge and understanding of the present racial situation; lack of knowledge of how to adjust curriculum to student needs and wants plus the fact of not knowing where to look for material; lack of teaching techniques for handling situations which occur in the classroom; lack of trust of faculty members in each other; and the problem of teacher retention in an inner city school. Many other objectives could be listed but as you work with the above problems there is much carry over into other areas which will be touched on during the course of this program.

An NEA research report shows that beginning teachers are chiefly interested in human relations in the classroom, but the orientation they receive is mainly about minor administrative duties. They want more help on curriculum problems, more classroom guidance work, more help in setting goals for themselves during their first year as teachers, more help in working with gifted and retarded children, and information about using special school services and equipment.<sup>1</sup>

With the preceding thoughts in mind there is general agreement on the value of an orientation program which

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<sup>1</sup>National School Public Relations Association, "What Beginning Teachers Want to Know," It Starts in the Classroom, (May, 1969), 2.



answers a good many of the questions new teachers have and one that does more than answer questions about administrative chores. Last year there was a week long orientation session for the entire staff of the Hay-Lincoln Complex, but because of the wide range of students between grades K to 9 and the differences in staff and make up of the buildings, it was felt that an orientation program for just Lincoln teachers would be more beneficial. This orientation will deal mainly with familiarizing the new teacher with Lincoln, the community, plus the services and the help available to new teachers during the school year.

The May, 1969, issue of It Starts in the Classroom was devoted to helping and welcoming new teachers to the school. In this publication a list of five activities was presented as being helpful to new teachers in a disadvantaged area. They include such activities as familiarizing new teachers with practical instructional materials for teaching the disadvantaged, calling in resource persons involved in working with inner-city youth to participate in the new teacher's orientation program, and providing the new teachers with an opportunity to see and hear first hand about the community from experienced teachers and other community persons.<sup>1</sup>

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<sup>1</sup>Ibid., p. 3.

The writer would like at this point to go back to the objectives of this program and quote some of the literature in support of an orientation and in-service education program for Lincoln and the objectives that have been chosen. Crosby reports some of the objectives of the in-service phase of the Wilmington, Delaware, Public Schools new teacher orientation program in her article in the November, 1967, issue of The Education Digest:

It was planned to devote major efforts (a) to offering a change of attitude from one of rejection or tolerance to one of acceptance, support, and identification with disadvantaged children; (b) to learning new approaches and techniques in diagnosing the human relations needs of children; and (c) to acquiring skills in building curriculum experiences units based on children's perceptions of their needs. By identifying problems in living recognized by the children and making use of them in planning the curriculum, it was felt that the children would find value in what they learned, their motivation would be affected, and achievement would be greater.<sup>1</sup>

The Wilmington Project attempts to get at some of the same new teacher needs as the Lincoln orientation program.

Most educators agree that new staff members must not be forgotten once they enter the classroom. In his book, Teaching in the Slum School, Storm underscores the importance of new teacher orientation and in-service education, as follows:

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<sup>1</sup> Muriel Crosby, "Elementary-School Programs for the Education of the Disadvantaged," The Education Digest, XXXIII, No. 3 (November, 1967), 17.

For most of the 150,000 teachers who graduated from college each year there will have been no access to a curriculum of specialized training for urban positions. Under the circumstances, a thorough system of inservice education seems warranted.

The importance of giving new teachers initial experiences that are satisfying cannot be over-emphasized. Though many refuse to acknowledge it, the degree to which adjustment is satisfactory to the individual first-year teacher affects the quality of his service to the school, influences his decision to remain with the system, and may determine whether or not he continues in the profession. The best way to ensure satisfactory adjustment is through a comprehensive and effective orientation program. Though teachers are interested chiefly in matters of knowing the community, the school and its procedures, most orientation programs focus on minor administrative duties of teachers or introductions of other staff members and are seldom related to inservice development.

Because the necessary preparation for a slum classroom is so important, it would seem a worthwhile consideration to bring newly hired teachers assigned to the low-income district into the job a month early. During the period before school opens, they can attend daily workshop sessions on understanding the community, human relations, classroom practices, the functions of the supportive staff, and what to do in any contingency. These meetings could be directed by the principal or by one of the supportive staff members, such as the social worker, the placement counselor, the psychologist, or the school nurse. Discussions, lectures, films and organized trips would be an integral part of the sessions. Giving this opportunity to the new teacher can mean the difference between success and failure in the classroom.<sup>1</sup>

Teacher attitudes and feelings about themselves, their students and their jobs are paramount issues that must be dealt with in a planned way so that a sound educational

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<sup>1</sup>Robert Storm, Teaching in the Slum School (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 43-44.

program can be offered to children in the inner-city school. Riessman suggests "that teaching deprived children is a special knowledge."<sup>1</sup> Preconceived notions about children from lower class neighborhoods and well-developed but unrecognized prejudices play a profound role in the expectations a new teacher has of his students and in the manner he relates to them. Loreton, in his book, Teaching the Disadvantaged, talks about the effects of teachers' negative attitudes on learning.<sup>2</sup>

A recent journal article presents some useful ideas on the induction of beginning teachers based on the recommendations of James B. Conant: limited teaching responsibility for the new teacher; aid in gathering instructional materials; advice of experienced teachers whose own loads are reduced so that they can work with the new teachers in his own classroom; shifting to the more experienced teachers those students who create problems beyond the effective ability of the novice teacher; and specialized instruction concerning the character of the community, the neighborhood and the students he will encounter. The NASSP has come up

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<sup>1</sup> Frank Riessman, The Culturally Deprived Child (New York: Harper and Row Publishers, 1962), p. 117.

<sup>2</sup> Joseph O. Loreton and Shelley Umans, Teaching the Disadvantaged (New York: Teachers College Press, Teachers College, Columbia University, 1966), p. 26.

with a project entitled, "Induction of Beginning Teachers."<sup>1</sup>

The program that has evolved from these recommendations can best be described in a time sequence that has four phases:

Phase I: The Time Before School Starts. Induction should start the moment a new teacher is hired. The emphasis during the spring is to help the new teacher feel at home on his job by having him meet the cooperating teacher who begins his orientation to the building and the community.

Phase II: Normal School Orientation or Special Beginning Teacher Orientation. The emphasis here is on helping the new teacher understand his assignment and preparation for the first week of school. The cooperating teacher can supplement, or in many instances, replace the school's regular orientation program. During this phase, the new teacher will become familiar with school procedures and policies.

Phase III: First Semester. The emphasis is on daily group meetings where the practical arts of teaching are worked on. A program of observation of experienced teachers and experimental programs is established and implemented during the first semester.

Phase IV: Starting about January. There will be a gradual shift from the practical daily concerns to a longer range, sometimes more theoretical approach to teaching. The new teacher will be led through a series of situations that will allow him to analyze what he has done in his own classroom, his observations, his understanding of his students, etc. Discussion of adolescent growth, learning theory, the slow learner and teaching resources and methods can grow naturally at this point.<sup>2</sup>

The attrition rate and morale of teachers are chronic problems in inner-city schools. McQueen in the October,

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<sup>1</sup>Donald W. Hunt, "Induction of Beginning Teachers," The Education Digest, XXXIV, No. 2 (February, 1969), 34.

<sup>2</sup>Ibid., pp. 35-36.

1968, issue of The Education Digest, stated "an additional factor in the high turnover is that the new teacher is given little orientation on the job and is expected to assume full responsibility at once."<sup>1</sup> She went on in the same article to estimate that only half of the beginning teachers will remain in teaching after three years of experience. Continuing assistance to teachers in problem solving and planning is an important factor in teacher morale as noted by Rivlin in Teachers for Our Big City Schools.<sup>2</sup> Hopefully the Lincoln program will help retain teachers through better understanding and communication.

The goal of the Lincoln program can be best captured in the words of Loreton and Umans: "Perhaps the better approach is to help teachers become so knowledgeable in curriculum, content, and in helping children learn how to learn that they can look at children as Binet did, as 'fields for cultivation'."<sup>3</sup>

## II. DEFINITIONS OF TERMS USED

Title I school. Any school which has a percentage of

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<sup>1</sup>Mildred McQueen, "Are Teachers Roles Changing?," The Education Digest, XXXIV, No. 2 (October, 1968), 10.

<sup>2</sup>Harry N. Rivlin, Teachers For Our Big City Schools (New York: Anti-Deformation League of B'nai B'rith, No Date), p. 29.

<sup>3</sup>Loreton and Umans, op. cit., p. 27.

low income children higher than the city average for the percentage of low income children is designated a Title I school. In Minneapolis, Minnesota, the figure is 20 per cent.

Low income child. A low income child is defined as one who lives in a family of \$2,000 per year or less income, or lives in a family receiving A.F.D.C.

Culturally deprived or educationally deprived. While lower socioeconomic groups lack many of the advantages (and disadvantages) of middle-class culture, it is not appropriate to describe them as culturally deprived. Culturally deprived youth possess a culture of their own, with many positive characteristics that have developed out of coping with a different environment. The term culturally deprived refers to those aspects of middle-class culture - such as education, books, formal language - from which these groups have not benefited. However, because it is the term in current usage, the writer will use culturally deprived interchangeably with educationally deprived to refer to the members of lower socio-economic groups who have had limited access to education.

Target area school. A title I school.

### III. ORGANIZATION OF REMAINDER OF THE REPORT

Though the Lincoln school district is bounded on the west by the city limits, the composition of the neighborhood which it serves causes it to be classified as an inner-city school. The following chapter will provide background information about the specific community, which is considered a target area, and served by Lincoln and the elementary schools that feed into Lincoln. Subsequent chapters will report on the recent teacher orientation and in-service education program previously implemented at Lincoln and the design and content of the proposed orientation and in-service education program for the 1969-1970 school year at Lincoln Junior High School. The final chapter will summarize the report.



## CHAPTER II

### BACKGROUND ON LINCOLN JUNIOR HIGH SCHOOL AND THE LINCOLN COMMUNITY

In September, 1964, the Community Health and Welfare Council of Hennepin County, Inc., published a Profile of Minneapolis Communities which is the basis for describing the social characteristics and social problems of the near north community of which the Lincoln Junior High School district is a part.

#### I. COMPARISON OF THE NORTH TARGET AREA AND MINNEAPOLIS

The boundaries of the near-north community are as follows: Lowry Avenue is the north boundary, the Mississippi River from Lowry Avenue to Plymouth Avenue then to Lyndale Avenue and down Lyndale to the Great Northern Railroad tracks forms the east boundary, the southern boundary is formed by Wayzata Boulevard and France Avenue, and Xerxes Avenue (the Minneapolis City limits) is the western boundary.

The Lincoln Junior High School district is bounded on the west by Xerxes Avenue (the Minneapolis City limits), by 23rd Avenue and North Broadway on the north, by a jogged line from Irving Avenue in toward the center of the city to Bryant Avenue on the east and Chestnut Avenue and Bassetts Creek on the south. The Lincoln School district makes up

about one-third of the near-north community defined above.

At the time of the Community Health and Welfare Council report many dynamic events had taken place in Minneapolis such as the expansion and extension of the interstate freeway system and many other physical and social events which have continued to change the make up of the communities. The near-north community has experienced and will continue to experience many of these changes. Therefore, some of the data which will be presented may be a little out of date but it is pertinent as far as trying to give a picture of the community of which Lincoln Junior High is a part. Much of the data presented will be a comparison of the near-north community with the city as a whole.

In 1959 the median income of near-north residents was \$5,699 compared to the median income for the city which was \$6,401. The near-north community possessed 3955 of the cities 26,113 families which received less than \$4,000 as a yearly income. Most men in the near-north community were engaged in the skilled and semi-skilled occupations (craftsmen, foreman, operatives, etc.)<sup>1</sup>

Seven and eight-tenths per cent (4,300) of the population of the near-north community were Negroes of which

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<sup>1</sup>Community Health and Welfare Council, Profile of Minneapolis Communities (Minneapolis: Community Health and Welfare Council of Hennepin County, Inc., 1964), pp. 25-30.

3500 were concentrated in a sixty square block area between Olson Highway, Plymouth Avenue, Lyndale Avenue, and Penn Avenue, which is the major part of the Lincoln district. At the time of the report Minneapolis had a population of 472,874. Two and four-tenths per cent of the total city population were Negroes.<sup>1</sup> Although the city had lost population since 1950, the number of non-white residents doubled and there is every indication that this trend will continue.

A study conducted by the Minneapolis Community Improvement Program indicates that approximately 110,000 Minneapolis residents live in the community's unsound housing units. Approximately 23 per cent of the housing in the near-north community was either deteriorated or dilapidated. In 1960, 1,462 of the cities 10,758 overcrowded homes (density of more than one person per room was considered undesirable) were also in the near-north community.<sup>2</sup>

Taking a look at factors normally associated with inner-city problems, the near-north community had 524 out of 2,797 juveniles contacted by the police in 1960. Two hundred forty-one of a city total of 1,295 families had previous contact with the police.<sup>3</sup> There were 3,243 broken homes out of a city total of 17,776, and unemployment in the

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<sup>1</sup>Ibid., p. 35.

<sup>2</sup>Ibid., pp. 57-59.

<sup>3</sup>Ibid., p. 54.

near-north community was 1,410 of a city total of 9,261. The near-north community accounted for 3,764 working mothers as compared to the city total of 25,552.<sup>1</sup>

The north target area median education was 9.5 years as compared to 11.7 years for the city in 1964. In terms of median education for parents, 50 per cent of the parents in the near-north community had less than an eighth grade education, where as, 34 per cent of the city had less than an eighth grade education. Also in 1964, the north target area had 13 per cent of the city's AFDC cases and 24 per cent of the city's relief cases.<sup>2</sup>

## II. COMPARISON OF TARGET SCHOOLS AND LINCOLN

In 1967 Faunce and Wiener published a study entitled Teacher Characteristics in Selected Middle and Low Income Area Schools of the Minneapolis Public School System. Lincoln being a target area school was one of the low income junior high schools used for the study. In this chapter the current staff of Lincoln Junior High School will be compared with the characteristics of target area school staffs reported by Faunce and Wiener. Where possible, recent city-

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<sup>1</sup>Ibid., pp. 73-78.

<sup>2</sup>Mary Jane Higley and Bernard J. Raphael (eds.), A Program of Articulation Between the Elementary School and the Junior High School (Minneapolis: Minneapolis Public Schools, 1967), p. 9.

wide data will supplement the Faunce and Wiener report. This comparative information is included here to provide additional background as well as to respond to frequent references in the literature about the importance of minority race staff and new staff in inner-city schools.

The comparisons will be made on sex, age, previous teaching experience, marital status, education, manner of accession, retention, and race. An additional sub-section will deal with the problem of mobility.

Teacher characteristics. Though the difference was not statistically significant, there was a higher percentage of male teachers in target schools at all levels. Overall, target staffs had 40 per cent male teachers while comparison staffs had 36 per cent male teachers. Males constituted the majority of target school staff members at the junior and senior high level - 53 per cent at each level. Only 14 per cent of the staff was male in target area elementary schools. For the school year 1968-1969 Lincoln had a male staff of 47 out of 73 certificated staff members. An effort was made this past year to employ as many male teachers as possible.<sup>1</sup>

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<sup>1</sup>Richard W. Faunce and Jonathan M. Wiener, Teacher Characteristics in Selected Middle and Low Income Area Schools of the Minneapolis Public School System With Particular Reference to Teacher Retention (Minneapolis: Minneapolis Public Schools, 1967), p. 13.

The median age and the age distribution of professional staffs in high and low socio-economic area schools differed at the elementary and junior high level but not at the senior high level. The study found low socio-economic area schools having younger median ages and smaller percentages of staff between the ages of 36-60 years. Two-thirds of all junior high school teachers were 30 years old and under and more than eight out of ten were 35 years old and under. Seven out of ten target junior high school teachers who taught between 1958 and 1962 were age 35 or under.<sup>1</sup>

For the 1958-59 through 1962-63 school years, the median age of the teaching staff at Lincoln was 29. Fifteen per cent of the staff was between 36-60 years of age for the same years. The median age of the 73 certificated staff members at Lincoln for the year 1968-1969 is 30, and 29 per cent of the staff is between 36-60 years of age.

Overall target area teachers were significantly less experienced than the comparison teachers. Junior high target teachers averaged five to six years previous experience and the comparison group of teachers averaged nine years.<sup>2</sup> During the 1958-1959 school year, 52 per cent of the staff at Lincoln had no previous teaching experience, while 12 per cent had one year previous experience and 36

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<sup>1</sup>Ibid., pp. 18-22.

<sup>2</sup>Ibid., p. 24.

per cent had two or more years of previous experience. By comparison during the 1968-1969 school year, 50 per cent of the staff at Lincoln had no previous teaching experience, while 17 per cent had two or more years of previous experience.

Target area and comparison staffs had similar marital characteristics at each school level. The percentage of married target junior high teachers was 68 per cent. Although a slightly higher percentage of married teachers was evident on the comparison staffs, none of the differences appeared to have either statistical or practical significance.<sup>1</sup> For the 1968-1969 school year, 74 per cent of the Lincoln staff were married.

Target area school teachers in Minneapolis tended to be better educated than teachers in the middle income comparison schools. Nine per cent of comparison teachers did not hold a bachelor's degree while only 5 per cent of the target teachers were without a degree. While the difference is small it is statistically significant ( $p = < .01$ ).<sup>2</sup> Teachers with advanced degrees (all at the master's level; no Ph. D's were in the sample) were concentrated at the secondary level. Approximately one teacher in four in target and comparison secondary schools held a master's

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<sup>1</sup>Ibid., p. 31.

<sup>2</sup>Ibid., p. 35.

degree. None of the teachers new to target and comparison junior high schools during the 1958-1959 to 1962-1963 school years were without four year degrees. Approximately 85 per cent held bachelor's degrees and 15 per cent held advanced degrees. The experience was quite similar in both samples.<sup>1</sup> For the 1968-1969 school year 33 per cent of the Lincoln staff held bachelor's degrees and 27 per cent held advanced degrees. Also 38 per cent had done some advanced work beyond the bachelor's degree.

At the junior high level one out of three comparison teachers were acquired by transfer, but only one of ten target junior high accessions was acquired in this manner. Approximately seven out of ten target school accessions were inexperienced entering teachers. In comparison schools about five of ten teachers were entering teachers. Junior high staffs were very close to a 6-2-2 distribution; six entries, two transfers, and two re-entries out of each ten accessions.<sup>2</sup> The manner of accession for Lincoln during 1958-1959 to 1962-1963, were 44 entries, 15 re-entries, and 2 transfers, while during 1968-1969 the manner of accession for Lincoln was 15 entries, 16 re-entries and 7 transfers.

To better understand the preceding information, entering refers to teachers who have never taught before.

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<sup>1</sup>Ibid., pp. 37-45.

<sup>2</sup>Ibid., p. 41.



Re-entering refers to teachers having previous teaching experience, but having not taught the year prior to the accession in one of the sample schools. Transferring teachers are those who taught the previous year in a school other than the target or comparison school at which they were teaching when the sample was drawn. The remaining numbers in the sample includes teachers for whom information was not available and a number of school personnel who were assuming teaching positions after having served in some other capacity, e.g. central office staff.

The difference in retention at the junior high level was striking. Less than four out of ten target teachers were retained, while six out of ten comparison teachers were still teaching in the same school. (These are teachers who were in the same school from 1958-1959 through 1962-1963 and who were to return in 1963).<sup>1</sup> The retention of Lincoln teachers during the period 1958-1959 through 1962-1963 was 41 per cent. The percentage of turnover at Lincoln for the years following 1962-63 were: 1963-1964, 30 per cent; 1964-1965, 24 per cent; 1965-1966, 18 per cent; 1966-1967, 27 per cent; 1967-1968, 43 per cent; 1968-1969, 38 per cent. One interesting note is that more target area teachers assumed administration or central office positions than did compari-

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<sup>1</sup>Ibid., p. 49.

son teachers.<sup>1</sup>

Taking a closer look at the Lincoln staff for 1968-1969, there were 77 professional certificated personnel, of which, 36 were returning staff members, 41 were new to the staff and 28 of these were replacements for persons who had either resigned or transferred. There were 54 probationary teachers on the staff; 37 serving their first year, 11 their second year and 6 their third year.

At the time of the Faunce, Wiener study, less than 3 per cent of all the teachers in the Minneapolis Public School system were non-white, and the non-white teachers there were tended to be concentrated in target schools. Lincoln Junior High School had 20 black staff members including the principal, one assistant principal and one counselor during the 1968-1969 school year. The year before, Lincoln had four black teachers and a black assistant principal. A definite effort was made during the intervening summer to recruit more black teachers, which is an effort now being taken by the personnel office.

Mobility. Mobility is a significant problem not unique to the target area school as compared to the whole of contemporary American society except in frequency. For some of our students transiency has a marked deleterious effect.

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<sup>1</sup>Ibid., p. 59.

Likewise, it becomes a problem for the school, and for these reasons this special sub-section will be included with the comparison of Lincoln and the Faunce, Weiner report.

The Youth Development Project made a study in October, 1965, which was published as a research report entitled, Student Mobility in Selected Minneapolis Public Schools. This report noted the following comparisons.

Target school children were more likely to have been born outside of Minneapolis and to have entered the Minneapolis schools at a later grade. They changed schools and homes twice as often as comparison students. Only three out of ten target school students stayed in the same school from kindergarten through sixth grade, while six out of ten comparison school students remained in the same school. On the average, a target school youngster remained in the same school 45 consecutive months, out of a possible 70 months, while the typical comparison school had 58 consecutive months in the same school setting.<sup>1</sup>

This study clearly documents the fact that youngsters from low income areas of the City of Minneapolis in addition to suffering from the usual handicaps of poverty, such as large families, broken homes, racial problems and the like, are also beset by the added handicaps of repeatedly changing schools. Frequent changing of schools and homes is one factor that contributes to excessive absenteeism. By the time the typical target school student has reached sixth grade, he is living in his third home and attending his

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<sup>1</sup>Ibid., p. 53.

third school. He has missed 100 days of school. It seems certain that this unstable background plays a role in lowered scores on standardized tests of reading and intelligence. By the sixth grade there is about one chance in six that he has been in trouble with the police. And always, throughout these years, there is the strong possibility that the only support he will get for his school work at home will come from his mother, who must divide her time among many children in addition to providing for them all.<sup>1</sup>

These statements represent averages and of course all target area youth do not conform to this picture. Many of them have stable residences, strong family support, good academic records and no hint of delinquency. At the same time, there are many youngsters living in the target area who are in even more frustrating circumstances than this average picture presents. Basically, the Youth Development Project report attempted to answer the major question, "Do children from schools in the high delinquency (target) areas of Minneapolis change schools more frequently than children from schools in low delinquency (comparison) areas of the

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<sup>1</sup>Richard W. Faunce, Donald D. Bevis, and Bonnie T. Murton, Student Mobility in Selected Minneapolis Schools: Report No. 1 (Minneapolis: Youth Development Project of the Community Health and Welfare Council of Hennepin County, Inc., 1965), p. 50.

city?" The answer is a blatant "yes!"<sup>1</sup>

### III. A PICTURE OF THE ELEMENTARY SCHOOLS OF THE LINCOLN DISTRICT

There are four elementary schools that regularly send students to Lincoln upon completion of the sixth grade. At the request of the writer the principals of these four schools have written a brief summary of the make-up and the program of their schools. These summaries are herewith given verbatim as reported by the various principals to further complete the picture of Lincoln Junior High School and its neighborhood. The schools from which there were reports were Bethune Elementary School - Mr. Marshall Kaner - Principal; Harrison Elementary School - Mr. Theodore Pollard, Principal; Hay Elementary School - Mr. Anthony Deeb, Principal and Williard Elementary School - Mr. Donald Lounberg, Principal.

Bethune Elementary School. "A rapidly changing community, a number of federal programs, and an increasing local interest in inner-city schools--all these have had a tremendous impact on Bethune Elementary School in the last five years.

An urban renewal program in the area has resulted in

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<sup>1</sup>Ibid., Report No. 3, p. 1.

a drop in enrollment from over 850 in 1962 to about 559 at the present time. On March 21, 1969, there were 290 girls enrolled at Bethune. Although the total number now remains fairly stable, there is a high mobility rate, with close to a 100 per cent turnover during the course of a school year. A child who enters kindergarten at Bethune has only one chance in six of completing all seven years of his elementary schooling there. A recent study of target area schools indicates that children who leave a school like Bethune tend to transfer to other target area schools. It is not unusual for the boys and girls at Bethune to attend as many as seven different schools before they go on to junior high.

There is also a high percentage of absenteeism--approximately 7 per cent, as compared with a city average of 2 per cent. Poor nutrition, lack of adequate medical care, and lack of clothing suitable for cold and rainy weather are cited as some of the reasons for the large number of absences. Responsibilities for the care of younger brothers and sisters in the absence of parents is a frequent reason for older boys and girls staying away from school.

The number of Negro students attending Bethune has increased steadily, and now stands at 58 per cent. Three per cent are Indian, the remainder white. In an area of the city which once was predominantly Jewish, there are now no pupils of this background.

In recent years a number of significant changes have also occurred in the staff. In 1962 there were fourteen substitute teachers, several with inadequate training and little experience; now there are only two, both with college preparation and several years of teaching experience. In 1962 there were twenty-two probationary teachers (in their first three years of teaching in Minneapolis); at present there are six in regular classrooms, none in special classes (retarded), and one in special services. Seven of the forty-one members of the professional staff are non-white. Vacancies in the staff are most often filled by experienced teachers transferring from other schools or by new teachers with an expressed interest and a demonstrated ability in working in inner-city schools. The active involvement of neighborhood residents in the school program results directly from federal programs. Bethune school employs twenty-five aides and four home visitors. There are three lunchroom employees.

Also on the staff are two full-time secretaries, one part-time clerical worker and five engineers.

There are eighteen classes for grades one through six, four half-day sessions of kindergarten, and five special education classes for retarded educable. Class size in regular classrooms averages 23; in kindergarten, 21; and ranges from 10 to 15 in special education classes.

Bethune has a part-time librarian. Home economics, physical education, instrumental music, and speech classes are taught by teachers assigned on a part-time basis.

In the field of social services, the school social case worker is assisted by a school social group worker and four home visitors. Two and a half social case workers are assigned by the University of Minnesota as graduate field students and two and a half social group work students.

An SLD (special learning difficulties) resource teacher was added in 1966 to work with a maximum of fifteen students on an individual or small group basis.

Nutrition studies have indicated that a large number of Bethune students exist on an inadequate diet. An experimental breakfast program was carried on for six months last year. This year a hot lunch program was started, and participation is close to 100 per cent.

Other in-school programs include the Visitors Corps (business men from the Exchange Club) who visit classrooms regularly, and a tutoring project instituted by St. Luke's Presbyterian Church. (Involves 80 adults).

After-school programs include Project Motivation, with tutors coming from the University of Minnesota, Breck School, Y.M.C.A. groups, high school students and Metropolitan Junior College.

For the past four summers, Bethune has had both Head-



start and Urban Area Summer School programs.

Harrison Elementary School. Harrison is a school in North Minneapolis with a population of approximately 950 children. The majority of these children come from the Glenwood Housing Project, and the racial balance in the neighborhood is about 62 per cent white and 38 per cent Negro, Indian or Spanish surnamed Americans.

Since so many of the children do live in the housing project the average income is quite low, and there is a high rate of transiency as well as a large number of broken homes. Harrison's S.E.S. (Socio-Economic Scale) rating is at the 99 percentile, or the lowest in Minneapolis.

The original school plant was built in 1884, and had additions in 1913 and 1960. It is adequate in classroom area, but has little storage space, and no facilities for lunches or non-classroom activities. The grounds are large with good parking space, and an excellent park to the rear. Cooperation between school and park personnel have allowed extensive year-round evening and Saturday programs.

Harrison has 37 classrooms, a full-time librarian, physical education teacher and SLD teacher, two social case workers, a half-time social group worker, Industrial arts, Home economics, speech and instrumental music.

Other personnel include clerks, engineers, assistant

principal, and 30-35 aides in food service, classroom, AV room and in social work offices.

Children are fed a cold lunch in their classrooms, and supervision of the lunch as well as the serving of it is handled by aides.

Bussing of children to Harrison was limited last year to grades 4-6 from Blaine School, which was closed; and in the coming year to six sessions of kindergarten children from Willard, which is badly overcrowded.

There is a fairly rapid turn-over of teachers at Harrison amounting to 10-15 per year. There has been a stable core of experienced teachers including 10-18 men in the building that has contributed to maintaining a stable situation; however, the constant flow of new staff is an additional problem for program.

The self-contained classroom is the common structure at Harrison, however, several levels have used team teaching and other grouping methods; and many individual teachers have worked with a variety of programs in reading (ITA, Words in Color, Programmed Reading, Language Experience Approach, etc.), and in other areas. Next year one reading program (ABC) will be used in all North Pyramid schools.

Some things that have happened at Harrison that may not be common to all Minneapolis schools include:

1. Direct teaching programs in pre-school and kinder-

garten using methods developed at the University of Illinois by Bereiter and Englemann.

2. Extensive use of AV materials through an AV center which utilizes specially trained aides.
3. Wide use of non-school personnel, ie - W.I.S.E. volunteers, University students, neighborhood residents, agency people, and other interested parties to individualized instruction, and support programs planned by the teacher.
4. Each quarter 8-15 student teachers are at Harrison. There was a National Teacher Corps team here in the past, and will be again next year.
5. There are five classes for educable mentally retarded children. Next year we will move into a resource program involving a one-half time advisor from the University, large numbers of school personnel in various areas, and at least five student teachers in special education each quarter.

Harrison has many weaknesses as an ideal educational plant; however, it has even more strengths. Chief among these is a willingness of staff to accept and work with outside agencies and individuals from all segments of the community.

Hay Elementary School. Hay is a school of two

extremes in that it has two distinct communities under one roof. The area west of Penn Avenue is composed of a middle class group which has provided the leadership for the school; the area east of Penn Avenue is composed of a lower socio-economic group. Some members in the group west of Penn Avenue have the income of the middle class, but lack the life experiences, goals and ideals that are typically middle class.

Hay is unique in that it has the highest Negro population of any school in the Minneapolis system. The youngsters prove to be aggressive and active and have many factors which influence their lives. One problem that is unique to this school is that there is conflict between the middle class Negro and the low socio-economic Negro. It should be pointed out that if instructional programs were more individualized, the school could offer more service.

In order to show the rapid transition of the school, the principal pointed out that the racial and ethnic makeup of the Hay School this year is as follows:

Approximately 70 - 80% Negro

Approximately 2% Jewish

Others - 18 - 28%

Three years ago the distribution was:

Approximately 60% Negro

Approximately 12% Jewish

Approximately 28% others

And five years ago the distribution was:

Approximately 30% Negro

Approximately 30% Jewish

Others - 40%

It can be seen from the above that the community is rapidly changing, and this tends to lead to conflict. The school is on the Kindergarten - Six plan with two classes housed in the adjacent Lincoln Junior High School building.

The staff of Hay is composed of 29 classroom teachers and one Special Learning Difficulties teacher. In addition, there are four special teachers, 2 social workers, 1.6 clerks, 20 teachers' aides, and one assistant principal. The class size is approximately 24 students per teacher. The school's enrollment is 710.

As far as special instructional programs are concerned, the school is developing a Human Relations curriculum. It has established an extensive multi-ethnic library (approximately 400 books) and a picture file. The school has also discovered an extensive need for special reading programs, and it has experimented with several different programs on a short term basis. Among the several plans have been the Joplin Reading Plan and a Diagnostic Reading Program for grades 4, 5, and 6. The greatest difficulty of the reading program has been the lack of qualified remedial

reading specialist. The school has a full-time remedial reading staff to cope with the problem within its own school.

The mobility rate is extremely high for this area. Fifty-four per cent of the students have come to the school since the fourth grade. Definite remedial programs are needed for grades 4, 5, and 6, but additional personnel is not available.

Since Hay is adjacent to the Lincoln Junior High School, and since the elementary school makes use of four of the junior high's classrooms and cafeteria facilities, the relationship to the junior high is more familiar to these elementary school students than to other feeder schools of the area. In an effort to prepare the students for the transition to the junior high school, sixth grade teachers have provided a counseling program in an attempt to build positive attitudes toward the junior high school.

Willard Elementary School. Willard is a target area school that reflects rapid transition. The western area of the school's boundaries is represented by a professional corps of middle class homes. The eastern boundary area represents a low income (disadvantaged) group of people. The school is in the center of a changing community. This year, the school registered many children who were new to the community. The majority of the new enrollees were

minority students. The percentage of minority students has increased from 15 per cent five years to over 50 per cent today.

Because of the unanticipated influx, the school had to begin using portable classrooms. Three portable classrooms are in use. An additional portable will be put into use for the fall of 1969. In general, community reaction to the portables has been favorable. It might be pointed out that these classrooms are well constructed, somewhat attractive and are self-contained units. In November of 1967 the Board of Education purchased the Gordon Educational Center to provide additional space for Willard students. At present the Gordon facility houses four second grade classrooms, the Willard Library, the primary physical education classes and the lunch program.

The staff at Willard is composed of thirty-one teachers in grades kindergarten - sixth. There is one Special Learning Difficulties teacher, a Physical Education instructor full-time, a Librarian who is .6 time, 1.5 social workers, a nurse who spends .7 time at the school, a speech therapist who visits the school .5 time, and an instrumental music teacher .1 time. Besides the certified teaching staff, there are also twenty aides and 2.6 clerks. There are 950 students in the school. In addition there are 40 Headstart students.

#### IV. DESCRIPTION OF LINCOLN JUNIOR HIGH SCHOOL, 1968-1969

During the 1968-1969 school year, Lincoln Junior High School was a part of a demonstration center known as the Hay-Lincoln Concentrated Education Center. The John Hay Elementary School, a feeder school, was the other part of the center. This center came about through an effort to create a demonstration center in a target area. The center was funded through an input of \$220,000 of Title I money over and above the regular allotted budgets of these two schools. The major goal of the center was to improve the quality of education by developing and carrying out a program that applied particularly to the students it served.

Lincoln was reorganized physically and otherwise to accommodate the grade plan or house plan during the 1968-1969 school year. Each floor, with the exception of the industrial arts, home economics suites and the science and art laboratories, housed specific grades, with the seventh and eighth grades each taking a part of the second floor. A music suite has been developed in the basement to permit greater use of the third floor. The ninth grade was housed on the third floor. Each grade or house had its own specific offices housing the assistant principal, counselor and clerk. Each house also had its own reading center and Special Learning Disabilities Center.

The sixth grade of John Hay Elementary School was



housed in four classrooms on the first floor in the Lincoln building and the fifth grade was housed in a newly constructed suite of rooms in the Lincoln basement. During the 1969-1970 school year, Lincoln will house only the John Hay sixth grade, in the basement and regain the use of the four first floor rooms.

Students. Because of inadequate training, a good percentage of Lincoln students come to Lincoln lacking in basic skills. Special attention has been paid to meet these needs in many Lincoln's classes. The class ratio of students to teachers is approximately thirteen to one. If a look is taken at the total number of certificated personnel working with students, the ratio is approximately eleven to one.

The ethnic make-up of the junior high school is approximately 53 per cent non-white and approximately 47 per cent white. Like the John Hay and the Willard Elementary feeder schools, Lincoln has experienced a sharp decline in its white population and a sharp increase in its non-white population. There were 781 students enrolled at Lincoln (including the Lincoln Learning Center's 22 students) when a count was taken in October of 1968.

Building resources and educational services. During the 1968-1969 school year, Lincoln offered regular classes

with from twelve to thirty students per class (smaller classes in the ninth grade). Some team teaching was carried on in the ninth grade English, civics and mathematics classes. Four Special Education classes for the mentally retarded students were provided with one teacher and class for each grade level. The students would go to these classes for their academic subjects of English, social studies and mathematics. The fourth teacher worked in a self-contained classroom for all grades (up to ten children), who not only needed individual materials but who could benefit more from being with the same teacher five hours a day. These students thrive in a situation where they do not have to change classes every hour with the rest of the student body. This group also went to the Jerry Gamble Boys Club for recreation rather than participating in the regular physical education program.

Three reading teachers - one for each grade level, were employed to work with teachers in regular English classes on developmental reading programs for use in the regular English classes, and to work with students who showed severe reading handicaps. In addition to this form of reading resource a group of volunteer tutors - Women In Service to Education - came in one hour per week and worked with particular students who needed one-to-one tutoring.

A curriculum coordinator who divided her time between

the two schools in the Concentrated Education Center, was available to help teachers find materials and plan units of study. An audio-visual and materials production coordinator, coordinated audio-visual materials and equipment for faculty members and supervised the materials production laboratory. The school librarian was also available to help teachers and students search for suitable materials for classroom work.

The S.L.D. or Special Learning Disabilities classes were modified and renamed Learning Opportunity Centers. These centers were set up at each grade level and consisted of a team of three teachers, who worked with students singly or in groups of two to eighteen from one to three hours per day. The students in these centers had shown behavioral or emotional problems which interfered with their learning productivity in regular classes, or they were known to have learning problems related to brain damage. Some of the students referred had marked learning handicaps, the origin of which was unknown. The program was not set up to substitute for students who might normally be placed in a "basic-remedial track" (a slower learning program abolished at Lincoln for 1968-1969 school year).

Since it was impossible to adequately group students, disruptive students were often mixed in with the withdrawing or brain damaged students. In addition students were coming in from different subject areas at different hours, which

made it difficult for the center staffs to develop curricula for the variety of students each hour. The center provided a place where unsuccessful students could be helped. The total staff could not control these students in the halls between and during classes where most disruptiveness seemed to begin.

The Lincoln Learning Center, a small store front school located six blocks from the main building, although still in the developmental stage, had taken twenty-two boys out of the main building all day every day. The small staff there worked with youngsters who would probably not continue in school after they reached the major age of sixteen because of disinterest and a lack of success in academic work. These students (historically) have responded to school in one of (or both) two ways, by truancy or disruptiveness.

Administrative and ancillary services. Lincoln is staffed with a principal and three assistant principals (one for each grade). These four men function in relation to students as management personnel. They are empowered to exercise corrective measures with students. They also spend time pacifying upset faculty and parents. Unfortunately, little of their time can be spent in working with teachers on educating students.

Each grade level has its own counselor whose job it

is to help students plan and modify programs. They work with students who are having adjustment problems in school. They absorb some of the emergency calls in the absence of the assistant principals. They also have the responsibility for administering the school-wide testing programs. Because of the nature of the school environment, counselors are thrust into a management role and do not have time to help the many mediocre and so-called averaged students toward a more successful school experience.

The school nurse not only offers every day assistance to students with all sorts of ailments, but she provides a good resource for medical consultation to students, staff and parents. Unfortunately she has little or no time to assist in the health education program carried on by the physical education staff.

The police-liaison officer not only offers a near resource of help for student and parent, but he has made a significant contribution as consultant and educator. Though he remains an employee of the Police Department he is certainly an asset to the building.

The social workers work primarily with other staff in the school regarding students who are having adjustment problems. They work directly with some students and their families to prepare the groundwork for continued service by another community resource. They collaborate with other

community and school services already working with a student and his family. They call in the services from the Central Administration office and other community resources to offer assistance to students and families.

In addition to the above mentioned personnel, the Concentrated Education Center has a school psychologist who offers evaluation and consultative services to the staff regarding students. The school employs under Title I and the New Careers programs teacher aides and social worker aides. The clerical and custodial persons provide the necessary supportive services to enable the administrative, physical plant and food services operations to run smoothly. Also the P.T.A. has taken a vital interest in the students and offers an avenue of complaint for parents as well as assistance to extra-curricular and on-going school programs.

Building non-school resources. The Upper Midwest Regional Educational Laboratories, during the summer and fall of 1968 came into the school with projects designed to improve and evaluate teaching methods. The Umrel staff showed an interest in helping leaders and teachers use themselves more effectively in working with students with problems. Unfortunately the interest in this service by the school staff was negligible.

An additional non-school resource present in the

building, was a team of the National Teachers Corps. These young people along with their coordinator, had just begun to exert a positive influence as a helping resource to both students and staff at the end of the 1968-1969 school year.

Non-building school resources. A wide range of administrative and consultative services are offered from the central administration office and the north pyramid educational service office including curriculum, social work, medical, psychological, psychiatric and neurological consultation. The special education services for some especially handicapped children are provided at Washington School (Vocational Rehabilitation Center), at Holmes School (pregnant girls), at Madison School and the St. Joseph's Children Home (elementary age youngsters with severe emotional and neurological handicaps to learning), and other programs in various school buildings for physically handicapped children and homebound education for students who cannot attend regular classes.

The School Excuse and Placement committee has granted temporary relief to the school while plans for disturbed and disturbing students are being made. The Neighborhood Youth Corps has provided jobs for youngsters that we have suggested as an adjunct to their education.

In addition resource services have been provided by

the Juvenile Court, the Mental Health Center which offers psychiatric evaluation and consultation service, the Welfare Department and the Family and Children's Service. The Northside Settlement Services, the Social Work Associates and the Plymouth Youth Center have provided group activities for some of our students.



### CHAPTER III

#### A REVIEW OF RECENT ORIENTATION AND IN-SERVICE EDUCATION PROGRAMS AND A REPORT ON QUESTIONNAIRE GIVEN THE LINCOLN FACULTY IN MAY, 1969

Recent experiences with orientation and in-service education programs at Lincoln Junior High School in Minneapolis have been either crisis orientated or unrelated short-term programs. To complete the current picture of the school and to provide a foundation for the design and content of the proposed 1969-1970 orientation and in-service education program at Lincoln, this chapter will report recent efforts at these programs in which Lincoln teachers have participated, and it will report on the results of a survey given to all Lincoln teachers in May, 1969, to help the administration plan for next year's programs.

In the early spring of the 1967-1968 school year, the assistant principal and the social worker began a series of meetings with new teachers because of the many staff frustrations centered around staff-student relationships and administration-staff relationships. It was evident that more than the customary pre-school and monthly faculty meetings were necessary to resolve the almost daily problems that teachers were confronted with.

This program proved beneficial in that it provided

some immediate answers to problems confronting teachers who came in after the regular new teacher orientation program in the fall. It provided the new teachers the opportunity to share their successful experiences with one another as well as to vent their frustrations. It also reopened an important channel of communication with the administration by giving the assistant principal the opportunity to discuss techniques and methods of handling daily frustrations directly with the faculty.

The 1968 Lincoln Summer School Program was called an Urban Area Summer Program, funded substantially by the federal government. It was a school program remedial in nature for students who were unsuccessful in the regular school year program and needed additional help in basic skills. Built into the summer program were teaching techniques improvement through a mirco-teaching program, a seventh grade orientation program, experimental team teaching, an introduction to teaching at Lincoln for new staff members, an attempt at greater community involvement in the school program by means of informal coffee parties for parents and community leaders at school and by providing the staff with the opportunity to visit community agencies and their students' homes.

In addition to their duties in the Urban Area Program, eighteen teachers attended a reading workshop con-

ducted by Dr. John Manning of the University of Minnesota. The program was designed to help teachers learn how to work with students with reading disabilities in their subject areas.

The Urban Area Program pointed up the benefits of inter-disciplinary team teaching. It showed that our students could function in a non-graded situation. The seventh grade orientation provided a smooth transition from the elementary school to the junior high school for the incoming seventh graders who were involved in both the orientation program and the regular academic program. By involving the new teachers in the summer program they were able to develop a better understanding of the students and of this particular community. It also gave them the opportunity to gain support from experienced colleagues. The summer program provided UMREL (the Upper Midwest Regional Educational Laboratories) with the opportunity to develop a pilot program for the micro-teaching that took place in the building during the fall of 1968.

There were two new-teacher seminars for 297 new teachers (new to the Minneapolis Public Schools) held in August 1968. Both were eight days in length. The purpose of the New Teacher Seminars was to prepare the teacher to cope with human relations problems they would face as they began their teaching careers in Minneapolis. A pre and

post-attitude scale was administered to all seminar participants. The results indicated that there had been a decided change in the outlook of teachers toward minority people.

At a one-day orientation, prior to the opening of school in September, all new teachers were welcomed to Minneapolis by the Superintendent and were introduced to their subject area consultants. The consultants conducted a short introductory curriculum meeting which was followed up during the school year with two half-day released time in service-meetings. In addition, new teachers had three or four supplementary in-service meetings with the consultants after school hours. Additional in-service meetings were held for special purposes by various consultants as the needs presented themselves.

In January, 1969, the Minneapolis Public Schools launched the Martin Luther King Seminars in Human Relations with the announced purpose to get as many teachers and administrators as possible to recognize the existence of human relations problems in schools. The seminars consisted of an initial video tape presentation, five consecutive half-hour television broadcasts and two released time in-school programs geared to the needs of the local school area. All of the sessions were held during the school day, with students released from classes.

Lincoln had its own pre-school orientation program

before school opened in September, 1968. This week-long program was designed to acquaint returning staff members and new staff members of Lincoln and John Hay with each other and to acquaint them with their own respective buildings. The main idea was to foster the plan of the Hay-Lincoln Complex K through 9 school. This was accomplished by presenting to the staff the philosophy of the Concentrated Education Center and its operation. The supportive or ancillary staff was also introduced, and they were given time to describe their areas of work and how their services could be used. Because of the large number of new staff members, a good deal of time was spent in grade level and departmental meetings. One Human Relations session was conducted by a panel of guest speakers.

Occasionally problem areas were discussed at monthly staff meetings by the principal, but grade level meetings proved more conducive for this kind of discussion and they were held every two weeks by the grade level assistant principals from December on. From the faculty survey (which will be reported on later in this paper) it was found that 70 per cent of the older faculty felt that the grade level meetings were both helpful and supportive. By contrast, only 4 per cent of the new teachers found the grade level meetings helpful. The response to the grade level meeting by the new teachers probably stemmed both from their general

lack of experience as faculty members and their unfamiliarity with staffing techniques among the topics discussed at grade level meetings were: (1) individual student case studies, (2) discipline problems, (3) attendance, (4) grading, (5) special grade level activities and (6) "State of the Union" sessions.

A survey questionnaire was given to the Lincoln Junior High School faculty at a general staff meeting. The purpose of the survey was two-fold, first the investigator wanted to find out how the faculty felt about the various orientations and supportive services that they had contact with and secondly, it appeared to be desirable to elicit from the faculty their suggestions for an on-going in-service program.

The following data provide a numerical profile of the 1968-1969 faculty in terms of age, race, sex, education, and teaching experience at Lincoln:

Age: 13 were 25 years old or under.  
47 were 26 years old or over.

Race: 45 were caucasian.  
14 were non-caucasian.  
1 did not respond to this item.

Sex: 39 were males.  
21 were females.

Education: 43 had Bachelor's degree.  
17 had a Master's degree or a Bachelor's degree plus 45 credits.

Teaching Experience  
at Lincoln:

36 had one year's experience.  
24 had more than one year's  
experience.

With regard to previous orientation and in-service education programs, the following comments were made by the Lincoln teachers on the questionnaire:

1. Among the new teachers 41 per cent felt that the city wide orientation session was helpful.
2. Of the teachers who had taught at Lincoln for more than one year, 45 per cent felt that the Lincoln orientation was helpful and 52 per cent of the new teachers felt it was helpful.
3. Two per cent of the teachers who had taught at Lincoln for more than one year, felt that the librarian was helpful or supportive.
4. Half of the teachers who had taught at Lincoln for more than one year felt that the ancillary services were supportive and 34 per cent of the new teachers indicated that they felt that the ancillary services were supportive.
5. Among the entire staff, 40 per cent felt that the grade level meetings, held every two weeks, were most helpful to them during the past year.

One of the questions in the survey was "what specific things do you feel should be covered in an on going in-service program at Lincoln?" The following paragraphs are a

compendium of the responses which support the major thrust of the proposed 1969-1970 orientation and in-service education program at Lincoln.

The building philosophy and procedures should be clearly spelled out and defined from the beginning of the school year. Likewise, rules and expectations of all staff and students should be discussed and agreed upon.

The teachers indicated that efforts should be made early in the year to bring about an openness of communication between members of the staff which they felt would lead to a better working relationship and a spirit of esprit-de-corps. There was recognition of the need to create a positive attitude within the faculty towards the school, students and community.

Because of the problems confronting teachers the staff strongly endorsed a planned supportive program to help all teachers to better understand the student body and explain methods and techniques dealing with discipline, classroom management, more meaningful curriculum, and ways of incorporating developmental reading programs into subject areas.

Looking at these ideas it was found that the teachers' ideas as to what should be covered in an in-service education program, coincided with the thoughts the writer had given the subject. This reinforcement was

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rewarding and renewed the writer's efforts to try to design a worthwhile program that the teachers would appreciate. The design for the 1969-1970 orientation and in-service education program will be presented in the next chapter.

## CHAPTER IV

### THE 1969-1970 ORIENTATION AND IN-SERVICE EDUCATION PROGRAM AT LINCOLN JUNIOR HIGH SCHOOL

Before school opens in September, 1969, new teachers will participate in a week of orientation sessions at Lincoln Junior High School with goals designed to equip them with some knowledge of the community, of the philosophy and expectations of the administration of this school and of the resources of help that are available to them to carry out their tasks.

"Giving this opportunity (orientation) to the new teachers can mean the difference between success and failure in the classroom," according to Storm. He goes on to suggest that this time he used to discuss with new teachers, the community, the school, and its procedures, and he adds that the orientation be preliminarily to a continuing in-service education program.<sup>1</sup>

A description of the orientation sessions will be presented, with each session being described individually as to form, goals and resources. The complete schedule is included in the appendix of this report.

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<sup>1</sup>Robert D. Storm, Teaching in the Slum School (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), p. 44.

## I. THE ORIENTATION SESSIONS

The opening session will be a general session, at which the principal will discuss with the new teachers his building philosophy and his expectations of staff and students for the coming year. He will introduce all of the staff members of Lincoln Junior High School to the new teachers, and he will explain their roles or their department's role in the light of the part each will play in the total function of the building. Included in the introduction will be the programs of the Lincoln Learning Center, the Teacher Corps, teacher aides, the Learning Opportunity Centers, Special Education, the Self-Contained classroom, the WISE (Women in Service Education) tutoring, and the Extended Day Program. The north pyramid director (an administrative unit for this type of school) and a principal from one of the feeder elementary schools will be introduced and will explain the pyramid plan of administration and the effort of coordination between pyramid schools. The morning discussion will be followed by a tour of the building by the new teachers.

Community services. Part of any orientation program for new teachers should include some helpful information about the nature of the community the school serves. This information is especially important for new teachers who

come to an inner-city school, no matter what their previous life experience has been. The inner-city community is usually an association of various social, economic and ethnic groups relating in various ways to one another. The concept of community control of schools has emerged as one of the most significant pressures on schools, and teachers can function better if they are at least acquainted with this concept as it relates to their school and some of the other stresses their schools' community is experiencing.

Mr. T. Williams, director of the Phyllis Wheatley Community Center, has been an active participant in community affairs, and he will moderate a panel made up of community leaders-residents employed to discuss with the new teachers the nature of the community that Lincoln Junior High serves.

In an earlier section of this report, the writer discussed briefly the changing scene of the Lincoln community. A recent article in Ebony magazine deals with the problem of community control of ghetto schools.<sup>1</sup> This article points out the need for concern about the community and about the mood of the community on the part of teachers. The community people that will serve on the panel for this session and the others selected to assist in the total program will

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<sup>1</sup> Alex Poinsett, "Battle to Control Black Schools," Ebony, (May, 1969), 44-54.

be available for further consultation with teachers as the year progresses.

Student-teacher relationships. One of the emphases of the 1969 summer curriculum and staff development program at Lincoln is on teacher-student relationships. Two related techniques that have been used are role playing sessions with Mr. Larry Carter, a recreation therapist from the Hennepin County Mental Health Clinic, and daily group sessions with social group workers from various community agencies. These sessions are directed especially toward helping teachers develop skills in more effectively relating to and managing students. The third orientation session for new teachers will be a role playing session conducted by Mr. Carter directed toward discussing teachers' attitudes toward and relationships with students.

Discipline has been and will continue to be a subject of dispute at Lincoln Junior High School. This topic will follow the role-playing session and will center mainly around school policy and the day to day administration of the building. All of the assistant principals will join with the new teachers to discuss management procedures at Lincoln. Discussion of discipline naturally lends itself to the broad area of building philosophy.

It has been the writer's experience that though teachers know policies and procedures regarding discipline,

the daily administration of discipline in the building is a source of friction between teachers, administrators, and students. In addition to the orientation session on discipline built into the in-service education program for new teachers, (there will be two sessions) - one early in the year and one about mid-year - to allow frank discussion about discipline within the building. To facilitate discussion, copies of Classroom Discipline, by Stoops and Dunworth will be used.<sup>1</sup> This suggestion list will be included along with books in the Suggested Reading List in the Appendix.

Many teachers fear assignments to center city junior high schools. Administrators, supervisors, and teachers presently in those schools must move now to make them decent places in which to work. Faculties must agree on and implement with consistency methods of controlling corridors, classrooms, cafeterias, assembly halls, and play areas which do not violate the worth and dignity of individuals or destroy their faith in democracy.<sup>2</sup>

Vern Haubrick believes that many of the practiced difficulties of teachers in inner-city schools revolve around their inability to emphasize, to enter imaginatively into the life experiences of their pupils. He says that their approach is marked by the inability to comprehend, understand and cope with the multiple problems of language development, varying social norms, habits not accepted by the teacher, behavior which is often not success orientated, lack of student cooperation, and achievement levels well below

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<sup>1</sup>Emery Stoops and John Dunworth, "Classroom Discipline." (Mineographed) (Source Unknown).

<sup>2</sup>Gertrude Noar, Teaching the Disadvantaged Vol. XXXIII of What Research Says to the Teacher. Ed. Sidney Dorres. Vol. XXIV (Washington, D. C.: National Education Association, 1953-1967), p. 29.

expectancies of pupils'.<sup>1</sup>

To improve school discipline, we need to: (a) clarify our understanding of the nature of behavior; how it is caused and how it can be changed; (b) become skilled in individualizing programs based on sound diagnosis and effective utilization of all available resources; (c) assist teachers and principals in developing the competencies required by their new emerging roles; (d) work out mutually understood and accepted expectancies in the area of relief and support; (e) use an operational definition of discipline in our thinking and planning; (f) establish the democratically disciplined personality as the common inclusive goal toward which we direct our efforts in discipline, curriculum and guidance.<sup>2</sup>

Discipline is seen as an integral part of the educative process inseparable from curriculum and guidance. So if we are to improve discipline we need to seek improvement of the educative process as a whole. This calls for a cooperative effort in the areas of discipline, curriculum, and guidance. If we work effectively, pupils will receive more and more education because they will need less and less re-education.<sup>3</sup>

The session just described will be held in the morning, and because the comment is usually made that whenever teachers get together they talk only education, a luncheon will be planned to allow the teachers time to relax and to get to know each other. It has been noted from past experience that because of the demand placed on the staff that it

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<sup>1</sup>Nathan Write, Jr., Let's Work Together (New York: Hawthron Books, Inc., 1968), p. 67.

<sup>2</sup>Oued F. Parody, The High School Principal and Staff Deal With Discipline, Secondary Administration Series, edited by David B. Austin (New York: Teachers College Press, Teachers College, Columbia University, 1965), pp. 60-61.

<sup>3</sup>Ibid., p. 100.

helps if others on the staff can help share the load by being a friend in need.

Audio-visual and library resources. During the 1968-69 school year, there were some teachers on the staff who felt the need for a resource materials center, but when it was looked into, it was found that the materials that were in the building had not been used as well as they could have been. Also, the librarian, whose strongest asset is helping teachers to gather materials and references for their use, was used sparingly in this manner. The administration felt that the libraries' great potential had not been realized. Efforts were initiated to help improve the material gathering situation. Two efforts are especially noteworthy. One was to hire a half-time librarian to assist with the receiving and cataloging of new acquisitions, thereby freeing the regular librarian to work with teachers. The second effort was the use of a full-time audio visual man as coordinator of a materials production laboratory, which served as a center where teachers could take materials, gathered with the help of the librarian, to be reproduced by a team of teacher aides. The audio-visual coordinator has been able to coordinate both the laboratory and the audio-visual equipment and supplies very effectively.

During the spring of 1969 when the Audio-Visual consultant from the central office brought his audio-visual van



out to the building, many teachers commented about how helpful the van was and they were quite excited about the equipment housed in the van. These pieces of equipment were, for the most part, already in Lincoln's own production laboratory and the audio-visual coordinator could have shown teachers their use at anytime during the year. As a result of these experiences, during the fourth orientation session the new faculty members will be split into two groups, with each group spending an hour and a half with the librarian and an hour and a half with the audio-visual coordinator in the materials production laboratory and the audio-visual room to acquaint them with all the materials and equipment that are available to them within the building itself.

The January, 1965, issue of Audio Visual Instruction was devoted to "Media and The Education of the Disadvantaged."<sup>1</sup> This journal pointed out the worthwhileness of a good audio-visual program. By having the audio-visual coordinator explain his role and display of his material and equipment at the beginning of the school year, new teachers will be in a better position to make use of his services and equipment.

The same thing can be said about having teachers become acquainted with the librarian and the library. The

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<sup>1</sup>"Media and the Education of the Disadvantaged," Audio Visual Instruction, X, No. I (January, 1965).

library is one of the bright spots in the building because in the past two years it has been updated both in terms of quantity and quality. To meet the real needs of Lincoln students, the library houses one of the best collections of books and other literary materials dealing with minorities and written by minority authors, as well as a vast number of paperback books which students are not required to return.

The library is also a resource center. Materials such as transparencies, filmstrips, sound filmstrips, records and other teaching aides are catalogued and stored there. It also contains a professional library for teachers. Adding all of these items together, it is a must that the staff is exposed to this facility and encouraged to make effective use of the physical facility, its materials and the librarian.

Administrative and supportive services. Lincoln teachers answering the questionnaire in May, 1969, indicated that consultation and support offered by assistant principals, counselors, social workers and others, along with grade level meetings, provided them the greatest opportunities of help this past year. Part of the third morning session of the orientation will be used to allow the assistant principals, counselors, social workers, nurse, and police-liaison officer to talk with the new teachers about their

respective roles. These individuals along with the principal make up the school's pupil personnel team, which meets weekly and makes major decisions about problem students. The pupil personnel team's function will also be explained at this session.

Within the last two years the Minneapolis school administration has tried to upgrade and strengthen the role of department chairman in secondary schools to enhance the educational programs through continuity of curriculum and closer working relationships with central office consultants. Though department chairmen still are essentially figureheads at Lincoln, the department chairman, if given responsibility and administrative backing, can be of assistance to the principal in improving curriculum and instructional services in the school. During the second half of the fifth orientation session the departmental program along with the department chairman will be introduced. The 1969 summer curriculum development program has provided the chairmen an opportunity to formulate guidelines and set goals for their departments. The objective of this session will be to introduce this program and to underscore the importance of it as an additional support to new teachers.

Grade level meetings. The grade level or house plan will be continued again this year at Lincoln. This session

will be the first grade level meeting of the school year. In Chapter III reference was made to the grade level meetings conducted during the 1968-1969 school year and to their apparent success as exhibited by teacher reaction.

The grade level assistant principal for each grade will be in charge of this part of the session and will have the chance to explain his position and philosophy, and how he, the grade level counselor and the social worker will operate and serve the staff. It will be explained here, also, how during grade level meetings, the staffing of students is conducted and the importance of these staffings. This time will also allow the staff to get acquainted and establish an atmosphere of togetherness as a house team. The new staff will have this initial opportunity to discuss how they would like to see their house operate. Any additional explanations of building policies and roles of individuals might also be further discussed. At Lincoln it is extremely necessary that the staff work together for as one fails we all fail or pay the price. Building school spirit must start with the faculty. Grade level meetings, hopefully, will enhance morale and lead to cooperation between teachers to faculty participation in other school activities as the year progresses.

This afternoon session will conclude with a recrea-

tion period using the school gym and pool. Coffee will be served and administrative and supportive staff along with other teachers will participate with the new teachers to foster rapport through the avenue of recreation.

Human relations. Human relations has become a special concern of schools as well as a concern for the whole American society. Because it has ramifications in all areas of the educational program to separate this topic out for one or several sessions of discussion tends to narrow the focus of discussion to a few select topics. Improvement of human relations between teachers and students, between teachers and teachers, between teachers and other staff members and between teachers and parents is a general goal of this total orientation and in-service education program. Like the problems of communication and control, a session centered around the topic "human relations" - the seventh general session of the orientation period will provide an opportunity for new teachers to start thinking about this aspect of their job. The session will open with the film, "Where is Prejudice." After the film the new teachers will break up into smaller groups with experienced staff as leaders for discussion.

Task force report. In January, 1969, Dr. John B. Davis, Jr., the superintendent of the Minneapolis schools,

established a task force to examine the programs and conditions at Lincoln and Bryant Junior High Schools in Minneapolis and report their findings and recommendations for improvement. These two schools have been the scene of racial unrest for the past two years. The report of the task force, entitled A Community Looks at Its Schools,<sup>1</sup> includes many recommendations, one of which is that a task force coordinator be employed to implement other recommendations of the task force and to be a liaison person to other agencies, like the welfare department, the correctional agencies, the mental health center, and other private agencies who work with Lincoln students (and their families.) The teachers will be given a copy of this report at the first general session, and the task force coordinator at Lincoln will meet with the new teachers for the eighth session and discuss the report and the plans for its implementations.

Many of the recommendations of the task force have supported the thrust of this orientation and in-service education program; and this session will offer a natural opportunity to discuss with the new staff members the nature and scope of the 30 in-service education sessions.

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<sup>1</sup>A Community Looks at Its Schools (Minneapolis, Minnesota: The Minneapolis Public Schools, 1969). (Mimeographed.)

Teachers' administrative tasks. A handbook for reference to policies and procedures and job descriptions is given to all staff members at Lincoln. This handbook will be distributed to new teachers for their perusal early in the week of orientation. The contents of the handbook, grading and attendance procedures, and, the numerous administrative chores of teachers will be discussed at the ninth orientation session. The building principal will take this opportunity to establish with the teachers some standards and guidelines which will help to make building philosophy functional. This session will provide an opportunity for new faculty to rehash ideas and materials considered during the four preceding days.

Final session. The final session of the orientation period has been set aside for departmental meetings and classroom preparation. Assigned experienced teachers and administrative staff will work with new teachers beginning at this time toward making the physical environment of the classroom a pleasant but stimulating atmosphere for learning.

## II. THIRTY IN-SERVICE EDUCATION SESSIONS

Urban teaching is so demanding that in-service programs are basic to success, but these programs cannot be effective if they consist of nothing more than

arbitrary requirements checked in a routine way by clerks.

The first step in developing an effective program of in-service education is creating in the schools the professional climate that makes the teacher's growth possible and satisfying.<sup>1</sup>

The content of the thirty sessions will be described in narrative form under general topics rather than session by session. A schedule of the thirty sessions is in the appendix.

First day experiences. The first in-service education session will take place after the teachers have had their students for about four days. The new teacher at this point has probably experienced many of the feelings about himself, his job and his students that he will have to learn to live with if he continues teaching in the inner-city school. He will have difficulty discerning between excitement and frustration. The filmstrip, "Thank God It's Friday!", produced by the National Association of Secondary School Principals in 1965, will be used to bring some perspective to the job confronting the new teacher at Lincoln. The session will be used to allow for discussion of "first day" experiences. The filmstrip follows a beginning teacher through a typical first year teaching job, illustrating the

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<sup>1</sup>Harry N. Rivlin, Teachers For Our Big City Schools (New York: Onti-Deformation League of B'nai B'rith, No date), p. 30.



range of feelings that a new teacher experiences.

Classroom management. The techniques of classroom management is another topic of concern that new teachers in inner-city schools are confronted with early in their career, and they need at least an opportunity to discuss their concerns with one another and others who might help them with this particular problem. Once during each semester, one session will be set aside exclusively for the purpose of discussing the classroom management problem. Several individuals from the University of Minnesota and from other outside agencies will be available to the staff during these two sessions to give them some professional insights and suggestions.

Teachers come from teacher training institutions poorly equipped to cope with the management problems that will confront them at Lincoln. The administration can tell them about the problems they will encounter and give them some helpful suggestions for dealing with particular situations, but the teachers will have to experience the classroom to make a discussing of classroom management fruitful. The whole area of management is so broad and so intimately tied in with the teaching process that many hours are necessary for learning behavior management techniques and we hope to develop a complete in-service education program for

the whole staff around this topic. One of the overall goals of the new teacher orientation and in-service education program is to provide a vehicle where new teachers can share their concerns and successes with one another and with the administration on a regular planned basis.

Student-teacher relationships. As a part of the broad aspect of classroom management, Mr. Larry Carter, a recreational therapist with the Hennepin County Mental Health Clinic, will conduct two sessions similar to the sessions he conducted during the 1969 summer Staff Development Project that was reported on earlier in this paper. Through role playing and discussion, the new teachers will be given an opportunity to look at themselves and their reactions and actions in situations that deal with teacher-student, teacher-teacher, and teacher-administrative relationships. At the same time the administration will be able to observe their part in teacher-administrative relationships and they will be able to participate in segments designed to illustrate student-teacher-administrator relationships. Throughout the majority of the educational psychology and general psychology literature written in the past five years, the recurring theme is concern with the importance of feelings when dealing with children at the same time, in the majority of literature dealing with human relations the relationship of feelings between people in general, is considered a most

important issue.

Language difficulties. The concept of student-teacher relationships brings forth another important area for concern, and that is the fact that the language of the inner-city child may be different from the language of the new teacher. Since this language barrier will cause a significant communications problem, Dr. George Shapiro, a speech and theater arts professor from the University of Minnesota, will be employed to discuss with the new teachers in an in-service education session, the communications problem between the ghetto student and the teacher.

The problem of communications between teacher and student must be considered to be one of the paramount problems confronting both. To try to deal with it in one brief session is ludicrous. Therefore, the session will be used to make new teachers aware of the problem and to stimulate them to think about their own attitudes and responses to the language of their students. Dr. Shapiro has an interesting and provocative approach and can elicit a positive response from his audience and at the same time give them some helpful suggestions that they can use immediately. This session will be used to open the door for on-going discussion in the area of communication.

Very often teachers say they 'can't communicate' with disadvantaged Negro children. Slum teenagers

(especially Negroes) do use 'jive' (their special language), often for the purpose of hiding their meanings and intentions from teachers and parents. Teachers, social workers, and parents need to cooperate in efforts to learn the code and deal with the peer group behavior patterns it fosters.<sup>1</sup>

Home contacts. Communications with parents, especially in slum school areas, is a universal problem. The majority of the times the parents are contacted by the school, it is in regard to the unsatisfactory quality of the child's classroom work. It is rare, indeed, when teachers communicate the positive aspects of the child's work and behavior to the parents. Another problem involved with school-parent communications revolves around the fact that the school represents an alien element in the cultural background of the parents. This lack of feeling for the school causes parents to be reluctant to come to the school to communicate their wishes, concerns, or questions. As a result, teachers traditionally do not have an opportunity for a one-to-one relationship with the parents of their children.

In an effort to off set this problem and to create a more favorable atmosphere for communications between the school and the parents, two sessions of the in-service education program will be devoted exclusively to this problem.

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<sup>1</sup> Gertrude Noar, Teaching the Disadvantaged (No. XXXIII of What Research Says to the Teacher. Ed. Sidney Dorres Vol. XXXIV Washington, D. C.: National Education Association, 1953-1967), p. 15.

The first session will serve as an introduction to the problem with references made to the traditional means of communication between school and parents, namely, unsatisfactory reports, report cards, open house, P.T.A. meetings, neighborhood meetings, and parent conferences. Since these means of communication have not proven to be sufficient in the past, the teachers will be encouraged and supported in their effort to make contact with the homes of their students before problems arise. The emphasis will be placed on personal home visitations as a means of initially opening the lines of communication by making a personal introduction and giving the parents an idea of what the individual teacher's expectations of the students are. The more experienced members of the staff who have previously made home visitations will lead this first session. They will explain their experiences, both good and bad, and will avail themselves to accompany new teachers on their first visitations. Teachers who have made home visitations in the past - some of the oldest members of the staff made them for the first time during the 1968-1969 school year - have expressed that much can be gained by this extra effort. Extra effort is one of the key components which sets off the successful teacher from the unsuccessful one. There is more to teaching in the inner-city than just conducting five classes.

In the Inner-City Classroom: Teacher Behaviors, edited by Wiles, Gene C. Fusco stated, "It is evident that the inner-city school must take the initiative in bridging the gap between school and home."<sup>1</sup>

It is not easy to deal with parents of children who have been labeled "disadvantaged", who are objects of a highly - publicized and nation wide "war", and who themselves quite likely are suffering from inferior educations, and under-developed stimuli, the harsher forms of social and economic discrimination, and the accompanying lack of self-esteem and distrust in anyone who comes along, wearing a white middle-class face and spending white middle-class money and now says he is here to help. The parents, by and large, are distrustful of anything that goes on in the school setting.<sup>2</sup>

In an effort for more positive communication, such ideas as satisfactory reports, phone calls reporting the positive aspects of the child's behavior, and, in general, making a concerted effort to report the positive rather than just the negative will be encouraged.

The first session on home visitation will occur in September and between that time and the time of the second session, about five weeks later, all of the new teachers will be asked to make a visit to the home of at least one of their homeroom students. During the second session on home

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<sup>1</sup>Kimball Wiles (ed.), The Inner City Classroom: Teacher Behaviors (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966), p. 159.

<sup>2</sup>Fred Powledge, To Change a Child (Chicago: Quadrangle Books, 1967), pp. 94-95.

visitation, the new teachers will report their experiences and discuss their relative significance. During this second session the film, "Children Without", produced by the National Education Association, in 1964 will be shown. This film will give impetus to discussions about the teacher's expectations of the student's environment. The film shows some of the aspects of the Detroit Great Cities Improvement Program for under-privileged children. With the addition of three resource persons and creative, understanding teachers, the staff of the Franklin School, Detroit, Michigan, attempted to provide an effective and meaningful educational program for their students as depicted in this film.

The attitude of the teacher toward low income parents may well be basic to all other considerations for improving school-home relations. Alert teachers are aware that if they approach parents with low expectations of their ability and willingness to cooperate with the school, they will bring about a self-fulfilling prophecy. That is, parents will tend to conform to the behavior expected of them.

Experience shows that most parents are willing, even eager, to help their children succeed in school. . . . It is clearly up to school staff members to help such parents achieve a purpose they are only too eager to fulfill.<sup>1</sup>

The teacher and community services. Many agents from agencies work with students from Lincoln Junior High School,

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<sup>1</sup>National Education Association, "Have You Checked Your Attitude Lately?", It Starts in the Classroom, (November, 1966), 2.

and in so doing collaborate and consult with the school staff about these students. The first of two in-service education sessions on teachers and community services will give the school social worker an opportunity to introduce the two probation officers who have primary responsibility for youngsters in the Lincoln area who are under the juvenile court's supervision. In addition, the liaison person with the Hennepin County Welfare Department assigned to the Lincoln area will briefly explain the services offered by that agency. The consultant-coordinator, who works out of the local Family and Children's Service Agency, will discuss with the group her efforts to coordinate the multi-services offered to some families by different agencies. The group worker from the "project girls" program can give a flavor of a good investment by a voluntary neighborhood social service agency. Project girls is a foundation granted program allowing for a group worker to work intensively with twelve to fourteen girls likely to be school dropouts and guide them toward more productive experiences.

Dr. Seymour Gross and Mr. Merle Heberson from the Hennepin County Mental Health Center will be the discussants at the second of these sessions set up to acquaint new teachers with community services. These clinicians consulted with the Lincoln staff a half day a week for the last



nine weeks of the 1968-1969 school year. It was the staff's experience that even over a period of two months, very few people became acquainted with these clinicians and fewer still were able to use the consultative services they offered. A session early in the school year, specially set aside to acquaint new teachers with these men and their services, should enhance the collaborative effort between this inner-city school and the local Mental Health Center. Both of the above sessions will be the responsibility of the school social workers to coordinate.

Discipline and behavior management. The first in-service session on discipline will focus on the classroom teacher as the central figure when it comes to student discipline. Past experience has shown the classroom teacher as really the only person who can make significant and lasting contributions in the matter of handling discipline. However, this has only been true when the teacher makes a concerted attempt to demonstrate this ability.

It is important for the growth of the teacher that she first make every effort to adjust discipline problems herself before referring them to the principal. This is not just for the purpose of "giving the principal a break". It is the best way of insuring pupil respect for the teacher and creating opportunities for the teacher to grow in competency. Nothing will break down the discipline of a school more quickly or completely than crowding the office with so many

problems that they cannot be dealt with effectively.<sup>1</sup>

Using chapter three from "The High School Principal and Staff Deal With Discipline," entitled "An Educational Consultant's Analysis," the principal will construct a session first pointing out background information such as a list of major characteristics of the mental style of low income people according to Riessman<sup>2</sup> and a hypothetical model of a successful teacher of disadvantaged pupils based on inference and deduction by Dr. Miriam Goldbery.<sup>3</sup> A third list of suggestions is also given as promising practices to be used with disadvantaged children.<sup>4</sup>

From here we will move to discussing ways of working out mutually understood and accepted expectancies in the area of relief and support, use of an operational definition of discipline in our thinking and planning and the establishing of the democratically disciplined personality as the common inclusive goal toward which we direct our efforts in discipline, curriculum, and guidance.<sup>5</sup>

The second session will be centered around the monograph, Suggestions Made to Probationary and Substitute Teachers who Face the Primary Problem of Discipline, Los Angeles City Schools Curriculum Division, Academic Education

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<sup>1</sup> Ovid F. Parody, The High School Principal and Staff Deal With Discipline, Secondary Education Series, edited by David B. Austin (New York: Teachers College Press, Teachers College, Columbia University, 1965), p. 53.

<sup>2</sup> Ibid., p. 42.

<sup>3</sup> Ibid., pp. 43-44.

<sup>4</sup> Ibid., pp. 45-46.

<sup>5</sup> Ibid., p. 61.

Branch, September, 1951, which will be used to open up discussion and to start teachers sharing their ideas about discipline and what has and has not worked for them. This type of discussion, where teachers help each other, has proven to be one of the best forms of discussion and probably the healthiest, experienced at Lincoln.

To provide further background on reinforcement for this session, seven teacher techniques will be offered to the teachers and discussed with them. The seven techniques include (1) establishment of limits; (2) use of cooperative problem solving; (3) development of empathy and rapport; (4) use of release and restraint; (5) ability to enter the pupil's world by inferences; (6) acceptance of the pupil's feelings; (7) skills in observing, listening, and suspending judgment.<sup>1</sup>

Teachers who participated in the 1969 summer staff development program will participate with the new teachers in two sessions with Mr. Larry Carter, recreational therapist with the Hennepin County Mental Health Clinic. Mr. Carter will lead the faculty in role playing activities built around the central theme of student-teacher-administrator relationships. These two sessions are a natural offshoot of the discussions on discipline because many disci-

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<sup>1</sup>Ibid., p. 51.

pline problems appear to stem from inappropriate reactions on the part of teachers to student behavior or misbehavior. Role playing will allow teachers to reenact situations that have occurred and then look at themselves by means of videotape, and see how their reaction or lack of reaction affected the situation. Participating, as they will, in a large group, will provide for open discussion such as that which was mentioned previously in the description of the sessions on discipline.

A natural growth from the role-playing student-teacher relationship session, will be a couple of lecture-discussion sessions on behavior management. Few people on the staff have had a great deal of experience in working with any form of a behavior management paradigm, although a few have had some limited experience through a course offered by the University of Minnesota. Several attempts at behavior modification in various special education classes have been met with limited success. For the behavior modification sessions, several individuals, who are considered experts in this area of concern, will be asked to come in to give the staff some concrete techniques on how to implement a behavior management or modification paradigm into their classrooms. A film demonstrating one technique being used in an actual classroom situation, (see the list of films in appendix) will be used as an introduction to the behavior

management method. Dr. Stanley Deno and Dr. Frank Wood from the University of Minnesota will be resource people who will assist in this presentation.

Teacher-administration responsibilities. The use of teacher aides and student aides provides an opportunity for teachers to free themselves of many tasks as well as to introduce additional people to the classroom. To provide meaningful work for aides takes planning on the part of teachers. Because new teachers have much to do in the area of lesson and unit planning, they need help in learning how to use aides. The articles, "The Use of the Teacher Aide in Inner-City Schools"<sup>1</sup> by Dr. James Neubacher and "What Teacher Aides Can and Cannot Do"<sup>2</sup> by S. Kern Alexander, will provide the basis for discussion. Joe Williams, one of the assistant principals has had much experience in this area and will conduct the session.

Developing reading skills in all classrooms. One of the most significant problems confronting both student and teacher in the inner-city school is the reading handicap

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<sup>1</sup>James Neubacker, "The Use of the Teacher Aide in Inner-City Schools" Paper read at the Staff Training Program Urban Area Summer School, Minneapolis, Minnesota, (Summer, 1965).

<sup>2</sup>S. Kern Alexander, "What Teacher Aides Can-and Cannot-Do," The Education Digest, XXXIV (November, 1968), 39-40.

that the student brings to the junior high school with him. The number of children whose reading skills are retarded is so great that it becomes incumbent on every teacher to contribute to the enhancement of the student's reading skills. Teachers trained in secondary education are usually not trained in teaching reading. To help them develop some skill in enhancing student reading skills we are including in the in-service education program early in the school year three sessions on this subject.

Hoping to make these sessions as practical and helpful as possible, the writer has asked a University of Minnesota educator, Dr. John Manning, to assist in the presentation of these sessions. During the summer of 1968, Dr. Manning taught a special course on reading to a group of Lincoln teachers. These teachers will be involved in the presentation of practice lessons on this inclusion of developing reading skills in the various areas of the curriculum. Every new teacher will be given the book, How to Teach Reading, by Botel, as a source book for ideas on the techniques frequently used by regular reading teachers.

The secondary school teacher of any subject who strives to make himself a reading teacher as well as a subject teacher helps his disadvantaged pupils in many ways. He gives encouragement by maintaining a confident optimism about pupil reading potential. He establishes pupil security through slow, systematic, sequential, and functional instruction in reading skills. He fosters the habit of reading by providing reading activities in practical learning situations. He guides pupils to reading success through the use

of materials suited to their interests and to their abilities. All of these lead to improvement in pupil attitudes towards the reading task. Then, capitalizing on this gain, the teacher can work to improve pupil self-image, to motivate higher vocational aspirations, and to increase human understanding through the reading and discussion of pertinent books.<sup>1</sup>

The statement, "every teacher is a teacher of reading," need not be a threatening one. Certainly, a high degree of competency is required for effective teaching in this situation, but the task does not demand the technical skill of a remedial specialist. What every teacher must understand is the sequence and scope of the basic reading skills and the nature of his pupils reading instructional needs.<sup>2</sup>

Teachers of all subjects are urged to become reading teachers, accepting responsibility for teaching pupils to recognize, spell, pronounce, use and read the material needed in their classroom.<sup>3</sup>

Visitation to other schools. First year teachers (teachers new to the system) may arrange, through their subject area consultant, a half day visit to another school to see a fellow teacher at work, the idea being to improve on teaching techniques by observing others at work. The teachers will be encouraged to visit feeder elementary schools as well as secondary schools. It has always been

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<sup>1</sup>Gertrude Whipple and Millard H. Black, Reading for Children Without: Our Disadvantaged Youth (Newark, Delaware: International Reading Association, 1966), p. 27.

<sup>2</sup>Ibid., p. 27.

<sup>3</sup>Gertrude Noar, Teaching the Disadvantaged (Vol. XXXIII of What Research Says to the Teacher, ed. Sidney Dorres. Vol. XXXIV Washington, D. C.: National Education Association, 1953-1967), p. 28.

building policy to allow teachers to visit the Lincoln Learning Center during their preparation period since it is within walking distance.

It will take the new teachers most of the first semester to complete their visitations. Early in the second semester, time will be provided in order that the new teachers may share with others the observations that they have made in other buildings. This will provide another open discussion session such as has been mentioned several times in earlier sections of this field report.

Instructional and curriculum aides. When the problem of this field report was stated in Chapter I, it was stated that when one particular area of concern was dealt with, other areas of concern would be dealt with at the same time. The writer feels, then, that support for all sessions dealing with individualizing instruction, relevant and interesting curriculum, behavior objectives and the slow learner can be consolidated.

For at the core of any good junior high school program are three basics: (1) understanding how a child learns; (2) content of the subject; and (3) knowledge of human growth and development.<sup>1</sup>

The writer feels at this point that a great deal is known about the difficulties which face the Lincoln staff

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<sup>1</sup>Fourth Upper Midwest Regional Conference on Junior High Education: Conference Proceedings (Lincoln, Nebraska: Nebraska Center for Continuing Education; University of Nebraska, 1966), p. 14.



and that there are many good ideas available but many of the teachers especially the new teachers need to be exposed to many of the new techniques, and old ones in some cases, as to just how a teacher does go about implementing into the classroom what a person is saying on a sheet of paper, in a book, or in a meeting. Therefore during the sessions, the outside personnel which will be used will gear themselves to showing how a teacher really puts these techniques into use on a practical and meaningful level. To further assist the teacher, the outside personnel will be called upon to return to answer questions and to spell out further their previous presentation.

Behavioral objectives, one of the areas of concern, will be covered in a manner as to make an effort to help all teachers make improvements in their instruction. A group of sessions on the actual writing of behavior objectives will be led by Dr. George Christinson, former principal of Lincoln Junior High, and presently a staff member of the College of St. Thomas. Dr. Christenson will present his lectures after the new teachers have had a chance to read Preparing Instructional Objectives, by Robert F. Mager.

Between the time of the session on writing objectives and the first session following the winter recess, the staff will be asked to divide themselves in groups of four for the purpose of using the information on objectives to write

actual units. At the first session after the winter recess, they will sit as a group and discuss the units that have been written. Dr. Christenson will be available at this time to help evaluate the units in terms of the appropriateness of the objectives that have been written for the units and also to evaluate the units themselves in terms of how the units fulfill the stated objectives.

Everybody talks about defining educational objectives, but almost no body does anything about it. Books on education after stress objectives; "how-to" papers on programs list "defining objectives" as a first point; and training materials such as films and filmstrips often contain a description of the "objectives". But how often are educational units, whether large or small, prepared in response to the questions: (1) What is it that we must teach? (2) How will we know when we have taught it? (3) What materials and procedures will work best to teach what we wish to teach? Not only must these questions be answered to instruct effectively, but the order in which they are answered before the other two.<sup>1</sup>

To expand a little as to what other in-service sessions that have been planned, the one which comes to the mind of teachers most readily is "how do I as a teacher individualize my program?" This is not an easy question to answer but by actually working teachers through the preparation of a unit, with the assistance of an outside specialist, the writer feels that great gains could be obtained in the classroom. The result would be that more of the students

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<sup>1</sup>Robert F. Mager, Preparing Instructional Objectives (Palo Alto: Fearon Publishers, 1962), p. V.

would feel the success that is so vital in their life.

This same argument could be used for justifying sessions on relevant and interesting curriculum and on reaching the slow learner because the main objectives are again to bring to our students a means of feeling success in their lives. Only 20 per cent of the Lincoln students read at grade level or above. About half of the students are reading two or more years below grade level. Consequently, we have to regard this latter group as slow learners. Some of these students with marked educational handicaps (some emotional) will be served by the "Special Learning Difficulty Centers" in the building. However, because there are so many children who cannot perform at grade level (using reading as one criteria) all of the teachers will have to become somewhat proficient in working with students who have educational handicaps.

The S.L.D. center teachers will be called upon to explain and demonstrate techniques that have used to help many of the above mentioned students. In addition to these resource people, Dr. Frank Wood from the University of Minnesota and other experts will consult with the teachers during these sessions.

What are the elements in the newer curricula that "stir" the disadvantaged youngster? The literature and courses of study concerning disadvantaged children are filled with such statements as: "He needs less," "The curriculum must be simplified," and "we must stress the basic skills." These sentiments are usually

reflected in the curriculum. The programs are bland watered down, and lacking in content. Yet the disadvantaged youngster needs just the opposite of a bland, dull curriculum. He is the one who lives for today, who settles his problems as they come, who seldom plans. He is the one who needs stimulation, motivation, challenging content. He needs exposure, not enclosure.<sup>1</sup>

Two things that have been implemented recently at Lincoln to broaden student exposure was one replacing homogeneous grouping with heterogeneous grouping and two, team teaching. Because of the teachers unfamiliarity with these programs it appears necessary that some in-service time deal with these areas to better familiarize the staff with building expectations.

Central office consultant services. All of the consultative service mentioned thus far has been from outside the school. Within the structure of the central office of the Minneapolis Public School system, there is a wide range of consultative service. Time after time the writer has sat in meetings and heard teachers complain about the lack of supportive services that the central office does not have and how much better off the teachers would be if such service were available to them.

The first reaction to this is to criticize the

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<sup>1</sup> Joseph O. Loretan and Shelley Umans, Teaching the Disadvantaged (New York: Teachers College Press, Teachers College, Columbia University, 1966), p. 11.

teachers for making such statements, knowing full well that they were incorrect because the services do indeed exist but on second thought the criticism would be better directed towards the administrators who have failed to pass on such information to the staff. Our in-service is planned to eliminate a little of this doubt by conducting one session geared at disclosing to the staff what special services are available to teachers through the central office and the North Pyramid office. The principal, one assistant principal, one counselor and one social worker would chair this meeting.

As a teacher becomes familiar with what is available to him, the better teacher he should become because of his awareness of sources for special assistance; plus, it will increase his understanding of the system (which could be the difference between a teacher returning or leaving), which is extremely important in buildings such as Lincoln.

During the orientation sessions for new teachers, they become acquainted with the services that can be provided by their own audio-visual coordinator. As part of the plan of acquainting new teachers with consultative services from the central office, the audio-visual consultant from the central office will conduct one in-service session that is available in addition to those provided at Lincoln.

Evaluation sessions. During the course of the thirty

in-service sessions, three sessions will be placed approximately ten weeks apart for the expressed purpose of evaluating the program. Two of the sessions will provide quarterly evaluations to allow for modification of the program to meet special problems. The final session will be to assess the overall program, to plan for the coming year and to discover where the teachers may want or need some repetition of previous sessions or clarification of previous presentations. The faculty would also be asked if they have some special desires that could be accomplished in two additional sessions before the end of the school year.

As a part of the evaluation procedure, but not necessarily an integral part of it, the superintendent of schools will address and talk with the new teachers. Since Dr. John B. Davis was hired as superintendent of schools, he has done much for teacher morale and has gained a great deal of rapport and enthusiasm from his teachers by his personal visits to schools. Therefore, he will be asked to meet with the new teachers during one of the sessions, to answer their questions and give them insights as to how they should see their jobs in relation to the total picture of the school system. This session would also serve to broaden the lines of communication between the central office and the classroom teacher. Dr. Davis will also be able to help the total in-service program by giving his evaluation and suggestions.

Additional services. All faculty members will participate in the following meetings; general staff meetings once a month, grade level meetings once a week for the first four weeks of school and twice a month for the remainder of the school year, and departmental meetings twice a month for the first two months and monthly after that. In addition faculty members who serve as department chairman will meet with the principal monthly, and those who serve on the faculty advisory committee will attend bi-monthly meetings.

Many of the areas of concern that have been dealt with in the orientation and in-service education program for new teachers will be pursued in depth through some of these other regular scheduled meetings.

## CHAPTER V

### THE SUMMARY OF AN ORIENTATION AND SUPPORTIVE PROGRAM FOR NEW TEACHERS OF LINCOLN JUNIOR HIGH SCHOOL (A TARGET AREA SCHOOL IN MINNEAPOLIS, MINNESOTA)

In summary, this report is a proposal for an orientation and in-service education program for new teachers at Lincoln Junior High School in Minneapolis, Minnesota, to be carried out during the 1969-1970 school year. Simply stated the goals of the program are: improved educational opportunity for students, retention of teachers, increased teacher morale, and improved communication within the school and community.

Information about the Lincoln community and school provided a historical back-drop for the changing scene at the school. Data about the current composition of student body and faculty were compared with data for other schools in Minneapolis. The writer included summary information about the four feeder elementary schools to Lincoln Junior High School.

The past year's orientation and in-service educational program - both at the building level and city wide level - were reviewed and culminated in a survey given to the staff to get their reactions to the past year's programs



and also to get their response as to what they would like to see in an on going in-service educational program.

The orientation and in-service education schedules are included in the appendix. The orientation period will be one week in length and will be held the week before school opens. The in-service education part of the program will consist of thirty-one and a half hour sessions to be held weekly throughout the school year.

Ten general sessions make up the format of the orientation program. The first days sessions deal with building philosophy and introduction of staff, and an introduction to the community through a panel discussion. On the second day teacher-student relationships and discipline will be the focus of attention. A welcome luncheon is planned on this day followed by an orientation to the library and to the materials production lab and audio-visual services.

Administrative and supportive services including and an introduction to the departmental program and the house plan constitute the emphasis for the third days session. Because improved human relations is one of the over-all goals of any orientation program, the morning session of the fourth day will be devoted to the topic of human relations especially as related to the school. The afternoon session of this day has been set aside for discussing the Task Force Report and the presentation to the new teachers of the

in-service education program for the coming year. The last day of the orientation period has been set aside to review the teachers handbook and other administrative responsibilities and to allow teachers to organize and prepare their classrooms for the opening of school.

The in-service education part of this proposed program has been discussed in narrative form using major areas to be covered during the year rather than a precise presentation of the thirty individual sessions. The headings are as follows: first day experiences, classroom management, student-teacher relationships, language difficulties, home contact, the teacher and community services, discipline and behavior management, teacher-administrative responsibilities, developing reading skills in all classrooms, visitation to other schools, instructional and curriculum aides, central office consultant services, evaluation sessions, and additional services.

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APPENDIX

## APPENDIX A

Orientation Program - Ten sessions for new teachers at Lincoln Junior High School to be held the week of August 25-29, 1969.

Session 1. Monday morning, August 25, 1969

The principal will interpret the building philosophy to the new faculty members. He will introduce all the faculty members both old and new with a description of how each person and department will play a significant role in the total functioning of the building. The session will end with a tour of the entire building.

Session 2. Monday afternoon, August 25, 1969

An introduction to the community through a panel presentation. The panel will be made up of various community people both leaders and residents. Following this session the group will be divided into smaller groups to tour the neighborhood.

Session 3. Tuesday morning, August 26, 1969

"Teacher-student relationships," a role-playing session under the guidance of a skilled leader. Following the role-playing the building administrators will engage the new teacher in a discussion concerning building control and discipline.

Tuesday noon, August 26, 1969 a luncheon for new teachers

Session 4. Tuesday afternoon, August 26, 1969

An introduction to the librarian and the library and to the materials production and audio-visual coordinator, his services and equipment.

Session 5. Wednesday morning, August 27, 1969

The administrative and supportive staff, assistant principals, counselors, social workers, nurse, police liaison officer, and task force coordinator, will present to the new teachers the services they can offer students and teachers.

Session 6. Wednesday afternoon, August 27, 1969

The assistant principals will take the new teachers by grade-level for discussion of the house (or grade) plan of administration.

A recreation and social hour using the gym and swimming facilities in the building will follow this session.

Session 7. Thursday morning, August 28, 1969

The whole morning session will be centered around human relations. A film will be followed by small group discussions led by experienced leaders.

Session 8. Thursday afternoon, August 28, 1969

The task force coordinator will discuss the findings of the task force report and the efforts and implementations of the recommendations. Following this period, the in-service education program for new teachers will be presented.

Session 9. Friday morning, August 29, 1969

The teachers handbook of policies and procedures along with grading, attendance keeping and other administrative chores will be discussed.

Session 10. Friday afternoon, August 29, 1969

The teachers will meet with department chairman. They will work with experienced teachers and administrators in classroom preparation.

## APPENDIX B

In-service Education Program. Thirty sessions for new teachers at Lincoln Junior High School to be held during the school year 1969-1970, beginning the second week of the fall semester.

- Session 1. A filmstrip about a new teacher's first year experience will be followed by a discussion of the opening days of school.
- Session 2. Experienced teachers who participated in the summer curriculum development program will discuss their plans for curriculum modifications.
- Session 3. Dr. George Shapiro, a special professor from the University of Minnesota will lead this session on communication problems between the teachers and the ghetto child.
- Session 4. This will be the first of two sessions concerning teachers making home contacts. With the help of the school social workers, the new teachers will receive some instruction in the art of beginning and improving teacher-parent relationships.
- Session 5. Two clinicians from the Hennepin County Mental Health Clinic consult with the staff at Lincoln one-half day per week during the school year. This session will provide an opportunity for the new teachers to acquaint themselves with the clinicians and their services.
- Session 6. It has been our experience at Lincoln that after about 5 or 6 weeks into the school year new teachers have reached the limit of their patience with the behaviors of some students. Hopefully some of the previous sessions of this program will have helped them learn what to expect from the students and from themselves. This session on discipline and building control will provide an opportunity to share frustrations and successes with one another under the guidance of administrative and support personnel.

- Session 7. The four sessions scheduled beginning with the eighth week of school are related primarily to classroom instruction. The first session will deal with individualizing instruction. Dr. Frank Wood from the University of Minnesota, College of Education, will be the resource person who will help plan the content and be available for consultation. We will use this session as a model for using a consultant effectively.
- Session 8. Two important considerations for educators today are the relevance and interest of the curriculum. The intent of this session is to stimulate the new teachers to consider the content of their courses and the ways they offer it.
- Session 9. Reading scores collected over the past two years indicate that more than one-half of our students do not read on grade level. Dr. Frank Wood will return to conduct this session on working with the slow learner.
- Session 10. One of the techniques of working with students with adjustment problems with which our teachers are unacquainted is behavior modification. Dr. Frank Wood will discuss with the new teachers behavior modification theory. This session is designed to be an introduction to the use of this management technique.
- Session 11. To make this in-service education program useful this session has been set aside to evaluate the previous meetings and to respond to suggested modifications.
- Session 12. Earlier in the year the group discussed home contacts and the teachers were urged to make as many home contacts as possible prior to this session. With the assistance of some experienced faculty members and other supportive personnel, this session will center around the teachers' experiences with home contacts.
- Session 13. Mr. Joseph Williams, one of the assistant principals, has had much experience with supervising teacher-aides and teacher-aide program. He will lead the discussion regarding this use of teacher aides and student aides.

- Session 14. Many agents from the community such as probation officers, welfare department workers, and settlement house workers come to the building to see their clients and to consult with the school personnel about their clients' progress. Some of these agents will be invited to share with the teachers information about their services.
- Session 15. The first of three sessions, which will come toward the end of the first semester, will be centered around unit preparation and establishing behavioral objectives. Dr. George Christenson, who is the principal of Edgewood Junior High School in Moundsview, a St. Paul suburb, and who is an instructor at St. Thomas College in St. Paul will provide the instruction for the series. The chief goal of this series is to help the teachers plan for the second semesters work.
- Session 16. It is planned that the first of these sessions come before the Christmas holiday. The teachers will be divided into groups and encouraged to spend sometime planning together a unit per group which will be examined at this session and the subsequent one.
- Session 17. This session will be a continuance of session 16.
- Session 18. Dr. John Manning from the University of Minnesota College of Education will work with the new teachers during a series of three sessions toward the goal of enhancing reading skills in every classroom.
- Session 19. This session will be a continuance of session 18.
- Session 20. This session will be a continuance of the previous two sessions.
- Session 21. This will be another evaluation and direction setting session.
- Session 22. The recreation therapist who conducted the role-playing session during the orientation period will return at this time during the program to lead another session centering on teacher-student-administrator relationships.

- Session 23. The previous session will be a prelude to another discussion with the building administrators and supportive services about classroom and building management.
- Session 24. This session will be geared toward a reconsideration of teacher responsibilities, teacher liability and teacher participation in student activities.
- Session 25. All new teachers to the Minneapolis schools are given leave time to visit classrooms of experienced teachers in any school in the system. The teachers will be encouraged to make these observations during the first semester, so they can share ideas and experiences with one another at this session.
- Session 26. Lincoln has three centers for students with special learning difficulties in addition to the Lincoln Learning Center. One of the objectives of these centers is to find more effective ways to help students learn. Though this is a stated goal, our experience has shown that little or no communication occurs unless it is planned. The goal of this session is to foster the communication, and to provide an opportunity for sharing ideas.
- Session 27. The Minneapolis school system has a mobile bus and a consultant on audio-visual materials. This consultant will be asked to present his chores at this session.
- Session 28. New teachers have the opportunity of regularly scheduled meetings with their consultants. To acquaint them with the broad scope of services offered by the Minneapolis schools, some of the directors and consultants from the service areas will be invited to meet with the new teachers.
- Session 29. Dr. John B. Davis Jr., the superintendent of schools, and Mr. Nathaniel Ober, the associate superintendent of secondary education will be invited to an informal discussion with the new teachers. The objective of this meeting will be to consider new horizons of education in Minneapolis.

Session 30. This evaluation session will give the new teachers and the administrative and support services an opportunity to assess together the total orientation and in-service education program. If there are areas of concern and interest that the group wants to pursue, sessions can be planned for the remaining few weeks of the school year at this final evaluation session.



## APPENDIX C

Movies that will be used and others that also might be used:

CHILDREN WITHOUT. 29 min., 16 MM, sound, b&w. National Education Association, 1201 Sixteenth St. N. W., Washington, D. C. 20034, 1964

Shows some of the aspects of the Detroit Great Cities Improvement program for underprivileged children. With the addition of three resource persons and creative, understanding teachers, the staff of the Franklin School attempts to provide an effective and meaningful educational program for them.

PORTRAIT OF A DISADVANTAGED CHILD: Tommy Knight. 18 min., 16 MM, sound, b&w. McGraw Hill, 1965

Introduces viewers to special needs and special strengths of the inner-city child.

PORTRAIT OF THE INNER-CITY. 18 min., 17 MM, sound, b&w. McGraw Hill, 1965

Shows streets, schools, and living quarters in the inner-city of a large, but nameless, urban community in the United States, and suggests techniques of communication between the school and the community.

PORTRAIT OF AN INNER-CITY SCHOOL - A PLACE TO LEARN. 18 min., 16 MM, sound, b&w. McGraw Hill, 1965

Shows how school can be a place for the inner-city child to learn and grow toward maturity, or a place of confinement where the child is forced into failures and frustrations.

PROBLEM OF PUPIL ADJUSTMENT: THE DROP-OUT. 20 min., 16 MM, sound, b&w. McGraw Hill Text Films, 330 West 42nd St., New York, New York, 10036, 1951

Steve Martin left school as soon as the law permitted. The reasons why school failed to meet his needs are examined in this film. The type of curriculum which Steve found dull and monotonous is discussed. The film emphasizes the importance of a life-adjustment program in the school, including the relation of the students. Correlated with the textbook Psychology in Education, by Swenson.

**SUPERFLUOUS PEOPLE.** 54 min., 16 MM, sound, b&w. CBS.

ACBC documentary telling the story of modern urban poverty, into major causes and effects.

**THANK GOD IT'S FRIDAY.** 25 min., sound color filmstrip. National Association of Secondary School Principals, 1201 Sixteenth St., N. W., Washington, D. C. 20036, 1965

Illustrates what it's like to teach for the first time. A beginning is followed through a typical first year, in which she alternately triumphs and fails, hopes and despairs.

**THE ANGRY NEGRO.** 30 min., 16 MM, sound, b&w. Net

Presents varied opinions as to the way the Negro should go in his search for equality. Shows interviews with: Elijah Muhammed of the Black Muslims; Daniel Watts, editor of Liberator Magazine; Jimmy Garnet from the Congress of Racial Equality; Fannie Lou Hammer, one of the founders of the Mississippi Freedom Democratic Party; Julian Bond of the Student Non-Violent Coordinating Committee; John Lewis, Co-founder of SNCC; Andrew Young of the Southern Christian Leadership Conference; Bill Epton, candidate from the Progressive Labor Party. States that the one ideal on which both moderate and radical Negroes agree is "freedom now."

**WALK IN MY SHOES.** 54 min., 16 MM, sound, b&w. From C.B.S. Special 1961

Explores the world of the American Negro. Interviews Negroes from various income groupings and occupations who present their attitudes and feelings about inequalities in housing, employment, citizenship rights, education, recreation and cultural facilities. Shows that Negroes from all social and economical levels and from all geographic locales

differ in their opinions on the desirability of integration and the speed with which it should be pursued.

WHERE IS PREJUDICE? 60 min., b&w, NET 1967

Presents a dialogue between college students of different ethnic and religious backgrounds. Shows these students on a retreat discussing their own prejudices, fears and feelings. States that the students feel they are free of prejudices, but when they spend considerable time together examining their feelings and discussing them with others, they find they have many prejudices. Moderated by a Human Relations Consultant.

## APPENDIX D

A copy of the following will be given to each new teacher:

Botel, Mouton. How to Teach Reading. Chicago, Illinois:  
Follett Publishing Company, 1959. 127 pp.

Fantini, Mario D. and Weinstein, Gerald. Toward a Contact Curriculum. New York: Anti-Deformation League of B'Nai B'Rith, 55 pp.

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## APPENDIX E

## Suggested Reading List

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## APPENDIX F

LINCOLN JUNIOR HIGH SCHOOL  
Minneapolis, Minnesota  
Earl W. Bowman, Jr., Coordinating Principal

SURVEY

AGE \_\_\_\_\_ RACE \_\_\_\_\_ SEX \_\_\_\_\_

1. Amount of education

\_\_\_\_\_ BA \_\_\_\_\_ BA + 15 \_\_\_\_\_ BA + 30 \_\_\_\_\_ BA + 45  
\_\_\_\_\_ MA \_\_\_\_\_ MA + 15 \_\_\_\_\_ MA + 30 \_\_\_\_\_ MA + 45

2. I have taught at Lincoln

\_\_\_\_\_ 1 year \_\_\_\_\_ more than 1 year

3. I had teaching experience

\_\_\_\_\_ previously \_\_\_\_\_ none

4. My background was

\_\_\_\_\_ urban \_\_\_\_\_ non-urban

5. If you participated in the city-wide sensitivity-type  
orientation sessions, can you evaluate at this point in  
time their value for you and influence on you?

\_\_\_\_\_ helpful  
\_\_\_\_\_ not helpful  
\_\_\_\_\_ can't remember

6. Can you remember any information regarding teaching at  
Lincoln from the pre-school orientation sessions at  
Lincoln? If so, can you rate this:

\_\_\_\_\_ extremely helpful \_\_\_\_\_ helpful  
\_\_\_\_\_ little value \_\_\_\_\_ no value

7. Can you rate the after-school sessions for new teachers at the beginning of the year--

\_\_\_\_\_ extremely helpful                      \_\_\_\_\_ helpful

\_\_\_\_\_ little value                              \_\_\_\_\_ no value

8. Can you pinpoint what (if anything) was helpful to you in preparing you or supporting you through this year?

\_\_\_\_\_ Microteaching (UMREL)                      \_\_\_\_\_ Grade level meetings

\_\_\_\_\_ Human relations                              \_\_\_\_\_ City-wide in-service meetings

Seminars

\_\_\_\_\_ Consultant Services                      \_\_\_\_\_ L.O.C. Centers

\_\_\_\_\_ L.O.C. Coordinator                              \_\_\_\_\_ Curriculum Coordinator

\_\_\_\_\_ Task Forces                                      \_\_\_\_\_ Ancillary services (AP, Counselor, SW)

\_\_\_\_\_ Librarian                                      \_\_\_\_\_ Other

9. Can you describe the difference between your expectations on September 5 and your experience to date?

\_\_\_\_\_ I had a good idea what teaching at Lincoln was like.

\_\_\_\_\_ I didn't know what teaching at Lincoln was like.

10. Will you return to Lincoln next fall?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

11. Why are you planning to return? (briefly):

\_\_\_\_\_  
\_\_\_\_\_

12. Why are you planning to not return? (briefly):

\_\_\_\_\_  
\_\_\_\_\_

13. What specific things do you feel should be covered in an on-going in-service program at Lincoln?

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EWB:ms  
5-19-69